School/Faculty/Institute	Faculty of Arts, Design and Architecture	
Program	B.Sc. in Architecture	Elective

Course Code	ARC 427
Course Title in English	Transition Between Art & Architecture
Course Title in Turkish	Mimarlık ve Sanat Arası Geçişler
Language of Instruction	English
Type of Course	Flipped classroom
Level of Course	Undergraduate
Semester	Fall
Contact Hours per Week	Lecture: 3 Recitation: Lab: Other:
Estimated Student Workload	122 hours per semester.
Number of Credits	5 ECTS
Grading Mode	Standard Letter Grade
Pre-requisites	None
Expected Prior Knowledge	None
Co-requisites	None
Registration Restrictions	Only Undergraduate Students
Overall Educational Objective	To understand basic static behavior of buildings and integrate that knowledge into one's own designs.
Course Description	Art and Architecture are always related to each other. There is a thin red line between them. On the timeline of Art movements and Architectural Styles, we clearly see that relations and interactions among art and architecture. 20th Century public art had started to protect from governments. In 1919 by the initiative of an association of artists who were grounding on the constituent 142nd article of the Weimar Constitution. This article proclaims that "Art, science, and instruction in them are free. The state guarantees their protection and participates in their promotion." Briefly, Kunst am Bau is an approach that makes investors, particularly the public state, obliged to spend the %1 of the investment cost of the public buildings to art. This obligation appears in regulations of local governments of many countries, particularly of Germany. Eventually, private investors follow the governments' lead to integrate art into their projects. Artworks are usually presented inside or outside of the building in Kunst am Bau examples like Nord/LB's administrative building in Hannover or Allianz AG's office tower in Berlin. Sometimes artworks appear on the land of the building (square/entrance). Rarely, they can be found in parks, squares or other public spaces next to the buildings. Also, Kunst am Bau refers to a program, often a city ordinance, where a fee, usually some percentage of the project cost, is placed on large scale development projects in order to fund and install public art. This kind of Programmes/movements are important and usefull to fund public art where private or specialized funding of public art is unavailable such as Turkey. We can see Kunst am Bau examples in Turkey before 80's such as İMÇ, 4 Levent and single buildings and headquarters.

Course Description in Turkish	Mimarlık ve Sanat tarih boyunca girift bir ilişki içerisinde olmuştur. Mimarlık tarihi okumalarını sanat ve kültür tarihi okumalarından bağımsız yapmak neredeyse mümkün değildir. Bu yakın ve geçişli ilişki biçimi bizi 20. yy da sanatın mimari içerisinde de desteklenmesi ve bunun yönetimler tarafından garanti altına alınmasına kadar götürmektedir. Kunst am Bau (Binada Sanat) prensipleri ilk olarak 1919 tarihli Weimar Anayasası'nın 142. maddesini baz alan sanatçılar derneğinin inisiyatifiyle gelişmiştir. Bu madde der ki; ''Sanat, bilim ve öğretim bağımsızdır. Hükümet bu alanları korumak ve destek vermekle yükümlüdür''. Kısaca Kunst am Bau; inşaat yapan yatırımcıların, özellikle de devletin, kamu binalarının toplam yatırım maliyetinin yaklaşık %1'i oranında bir bütçeyi sanata ayırmasını yükümlülük haline getiren bir yaklaşımdır. Bu yükümlülük Almanya'da ve birçok ülkede, her ölçekteki yerel yönetimlerin yönetmeliklerinde de belirlenmiştir. Zamanla devletten bağımsız, özel projelere yatırım yapan kurumlar da projelerine sanatı entegre etmek için Kunst am Bau'yu örnek almışlardır. Nord/LB'nin Hannover'deki yönetim binası ve Allianz AG'in Berlin'deki ofis kulesi gibi Kunst am Bau örneklerinde genellikle sanat çalışmaları sabit olarak binanın içinde ve binaya bağlı olarak dışında bulunmaktadır. Bazen binaya ait olan arazinin (meydan/giriş) üstünde de çalışmalar yapılırken, istisnai durumlarda ise binaya yakın olan park, meydan vb. kamu alanlarında da uygulamalar gerçekleştirildiğini görüyoruz. Ayrıca bu yaklaşım, özel sektör tarafından sanatın kendiliğinden desteklenmediği bölgelerde yerel yönetimlerin büyük ölçekli projelerin bütçelerinin belirli oranların sanata ayırmalarını şart koşarak o bölgedeki sanatın gelişmesine de kaynak sağlamaktadır. Binada Sanat uygulamalarını Türkiye'de de görmekteyiz. Özellikle 1980 öncesinde İ. M. Ç., 4 Levent Bölgesi, kooperatif konutları, tekil apartmanlar ve yönetim binalarında sanat entegre edilmiş örnekler karşımıza çıkmaktadır. Bu ders ile öğrencilere sanat ve mimarlık arasındaki ilişkinin farkındalığını kazandırmak ve onları sanatı projelerinin erken tasarım evrelerinde dahil etmeleri yönünde teşvik etmek amaçlanmaktadır.
Course Learning Outcomes and Competences	Upon successful completion of the course, the learner is expected to be able to: 1. understand art factor and its process in an interior space and public spaces of buildings; 2. know the past applications of kunst am bau and relations between art and architecture; 3. direct an art project for one's own architectural design; 4. recognize art installation processes and requirement before and after design process till application stage; 5. follow the contemporary Turkish art scene and artists. 6. comprehend art productions and processes with the artist studio visits.

Relation to Program Outcomes and Competences: N=None   S=Supportive   H=Highly Related

Program Outcomes and Competences	Level	Assessed by
	N/S/H	Exam, HW, Seminar.
1. Ability to read, write and speak effectively in Turkish and English, equivalent to a B2 European Language Passport Level in English.	N	
2. Ability to question and interpret ideas considering diverse points of view; gather and use data, develop concepts related to people, places and the environment, and make individual decisions.	S	
3. Ability to use appropriate graphical methods including freehand and digital drawing techniques, (ECDL advanced) in order to develop ideas in addition to communicate the process of design.	S	Project, Presentation
4. Ability to use fundamental principles of architectural design considering the place, climate, people, society as factors, and simultaneously express present principles in relevant precedents.	S	
5. Understanding of architectural principles belonging to global and local cultures shaped by the climatic, technological, socioeconomic, cultural factors, in addition to principles of historic preservation while developing architectural and urban design projects.	S	
6. Understanding the theories and methods used to describe the relationship between human behavior and physical environment; and concurrently understanding different needs, values, behavioral norms, social and spatial patterns of different cultures.	S	
7. Ability to apply various stages of design processes considering the client and user needs, which include space and equipment requirements besides site conditions and relevant laws and standards.	S	

8. Understanding the role of applied research in determining function, form and systems and their impact on human conditions and behavior.	N	
9. Understanding of the basic principles of static and dynamic structural behavior that withstand gravity and lateral forces, in addition to the evolution and applications of structural systems.	N	
10. Ability to apply the principles of sustainability in architectural and urban design projects that aim to preserve the natural and historic resources and provide healthful environments.	S	
11. Ability to apply the fundamental principles of building and safety systems such as mechanical, electrical, fire prevention, vertical circulation additionally to principles of accessibility into the design of buildings.	N	
12. Understanding the basic principles in the selection of materials, products, components and assemblies, based on their characteristics together with their performance, including their environmental impact and reuse possibilities.	N	
13. Ability to produce a comprehensive architectural project from the schematic design phase to design development phase, while integrating structural systems, life safety and sustainability principles.	N	
14. Understanding the principles of environmental systems such as energy preservation, active and passive heating and cooling systems, air quality, solar orientation, day lighting and artificial illumination, and acoustics; in addition to the use of appropriate performance assessment tools.	N	
15. Ability to choose appropriate materials, products and components in the implementation of design building envelope systems.	N	
16. Ability to understand the principles and concepts of different fields in multidisciplinary design processes and the ability to work in collaboration with others as a member of the design team.	H	Artist's Studio Visits Presentation Project
17. Understanding the responsibility of the architect to organize and lead design and construction processes considering the environmental, social and aesthetic issues of the society.	S	
18. Understanding the legal to responsibilities of the architect of the architect effecting the design and construction of a building such as public health and safety; accessibility, preservation, building codes and regulations as well as user rights.	N	
19. Ability to understand the ethical issues involved in the design and construction of buildings and provide services for the benefit of the society. In addition to the ability to act with social responsibility in global and local scales that contribute to the well being of the society.	S	
20. Understanding the methods for competing for commissions, selecting consultants and assembling teams, recommending project delivery methods, which involve financial management and business planning, time management, risk management, mediation and arbitration.	N	

Prepared by and date	**İrem Korkmaz 11.03.2020**	
Semester	**Fall 2019-2020**	
Name of Instructor	**Kerim Kürkçü**	
Course Contents	**Week**	**Topic**
	1.	**Introduction – basic concepts - What is Art? What is Architecture?**
	2.	**Inclass - Junction points of Art & Architecure - Public Art in Istanbul**
	3.	**Inclass - What is Kunst am Bau / Historical and Theoretical Background**
	4.	**Inclass - Kunst am Bau projects from Turkey and Abroad**
	5.	**Visit - Artist's Studio Visit**
	6.	**Visit - Artist's Studio Visit**
	7.	**Visit - Artist's Studio Visit**

	8.	**Midterm - Presentations from Students**
	9.	**Visit – Art Gallery**
	10.	**Inclass - Final Project**
	11.	**Visit – Art Gallery**
	12.	**Inclass - Architectural Studio Work**
	13.	**Inclass - Architectural Studio Work**
	14.	**Final - Project Presentation**
	15.	**Final Examination Period**
	16.	**Final Examination Period**

Required/Recommended Readings	**Recommended Reading**: 1. Bozdoğan Sibel, **MODERNİZM ve ULUSUN İNŞASI; Erken Cumhuriyet Türkiyesi'nde Mimari Kültür**, 2002, Metis Yayınları 2. Roth Leland M., **MİMARLIĞIN ÖYKÜSÜ**, 2002, Kabalcı Yayınevi 3. Freud Sigmund, **SANAT ve SANATÇILAR ÜZERİNE**, 1994, YKY 4. Deleuze G. & Guattari F., **FELSEFE NEDİR**, 1992, YKY 5. Lenoir Beatrice, **SANAT YAPITI**, 2003, YKY 6. Harrison C. & Wood Paul, **ART in THEORY 1900-2000**, 2003, Blackwell Publishing 7. Harrison C. & Wood Paul & Gaiger J., **ART in THEORY 1815-1900**, 1998, Blackwell Publishing 8. Sennett Richard, **TEN ve TAŞ; Batı Uygarlığında Beden ve Şehir**, 2001, Metis Yayınları 9. Rasmussen Steen Eiler, **YAŞANAN MİMARİ**, 1994, Remzi Kitapevi 10. Trasi Nicoletta, **INTERDISCIPLINARY ARCHITECTURE**, 2001, Wiley-Academy 11. Christian Bjone, **ART and ARCHITECTURE: STRATEGIES in COLLABORATION**, 2009, Birkhauser 12. Jane Rendell, **ART and ARCHITECTURE: A PLACE BETWEEN**, 2006, I. B. Tauris 13. Hans Van den Ban, **COMMISSIONED: Sisty Years Percentage For Art Programme At The Dutch Government Building Agency**, 2011, SUN 14. Finkelpearl Tom, **DIALOGUES in PUBLIC ART**, 2000, MIT 15. Kemp L. Roger (ed.), **CITIES and THE ART**, 2004, McFarland & Company **Required readings for each week will be posted on Blackboard.**
Teaching Methods	**The course will have presentations by the instructor as well as extensive discussion by the class. The course has artist's studio and art gallery visits and discussion sessions with artists and curators.**
Homework and Projects	**1 presentation 1 project**
Laboratory Work	**-**
Computer Use	**Yes**
Other Activities	**Artist's Studio Visits, Gallery Visits**
Assessment Methods	1. **Attendance** **20 points** 2. **presentation** **40 points** 3. **project** **20 points** 4. **Final Project Presentation:** **20 points**
Course Administration	**Kerim Kürkçü / Uniq Gallery** **Email: kerimkurkcu@gmail.com** **Attendance is essential for this course. The students are responsible of participating the artist's studio visits and Gallery visits. Most of the class and visits time will be allocated to discussion of Art and architectural concepts, ideas, applications. Academic Dishonesty and Plagiarism: YÖK Disciplinary Regulation.**

ECTS Student Workload Estimation	Activity	No/Weeks	Hours			Calculation	Explanation
		No/Weeks per Semester (A)	Preparing for the Activity (B)	Spent in the Activity Itself (C)	Completing the Activity Requirements (D)		
	Lecture	13		3		39	A*(B+C+D)
	Lab etc.					0	
	Midterm(s)					0	A*(B+C+D)
	Assingment, Project, Presentation	2	12	6	12	60	A*(B+C+D)
	Final Examination	1	12	3	8	23	A*(B+C+D)
	Total Workload					122	
	Total Workload/25					4,88	
	ECTS					**5**	

Key verbs for cognitive domain in writing learning outcomes and competences:

Bloom's Taxonomy

Creating

Evaluating

Analyzing

Applying

Understanding
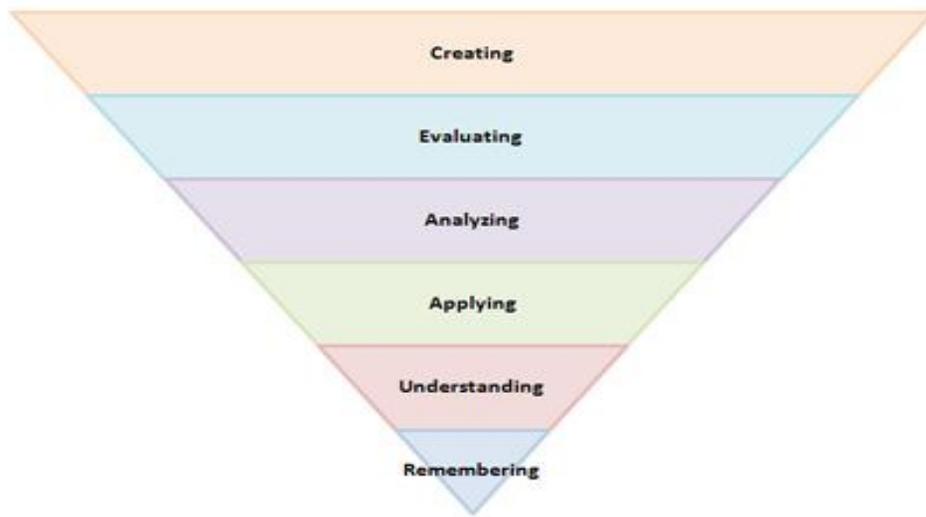
Remembering

Revised edition by Lorin Anderson (a student of Bloom)

Key Verbs:

Remembering: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Understanding: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Applying: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analyzing: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Evaluating: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
Creating: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Key verbs for affective domain in writing learning outcomes and competences:

Receiving Phenomena: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organizing: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.