

# ACSA Design-Build Award

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2015-2016 Winner Submission Materials

c u b e

PATRICK DOAN  
Virginia Tech

WILLIAM U. GALLOWAY  
Virginia Tech

FRANK WEINER  
Virginia Tech

# cube

SOUTHWEST VIRGINIA



## c u b e

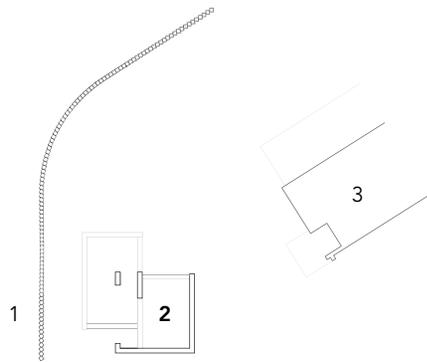
Initially conceived as a 12' x 12' x 12' concrete cube, this project emerged as a way to situate and support design|build as an important and viable component within the education of the architect, providing a place and opportunity for students to be directly engaged with the constructive aspects of architecture; to inhabit their work through the construction site. The project evolved over a period of five years, involved approximately 200 students, eight faculty members, and culminated as a student's master's thesis. The cube stands 13'-8" x 13'-8" x 13'-8", encloses a 96 sq. ft. room, and is composed of three cast-in-place concrete walls each formed to yield unique characteristics. Within these concrete walls, four wood and steel fixtures are installed - a table, a door, a ceiling, and a screen.

# SITUATION



'key' to the site

- 1 wall
- 2 **c u b e**
- 3 test cell



The **c u b e** is situated two miles west of campus at the College's Research and Demonstration Facility.

## SEQUENCE OF CONSTRUCTION



Foundations | 2010-11



Walls | 2011-13



Room | 2013-14



Defense | 2014

2010 - 2013 | Foundations + Walls  
design + construction by graduate students in the Material and Construction course

2013 - 2014 | Room  
design + construction by graduate thesis student

## learning from the construction site

*excerpt from student's thesis:*

"A student of architecture can learn many things from a design|build project. First and most obvious, it leads to an understanding of the many things it takes to make a building; from how to use a specific tool, the sequencing of construction, to sourcing materials. All of these areas are hugely important to the education of an architect and there is no better way to learn them than through actual doing. But even more important than these lessons, a design|build project forces a student to develop a way of working to address the multifarious characteristics of a project; that is a student must develop an approach to the practice of architecture. A typical studio project can only bring this development along so far. A student may skirt around the edges of a project they are unsure about, focusing only on the parts they find 'comfortable.' Because a design|build project must be built, a student cannot ignore certain aspects of the project. It forces the student out of their comfort zone to confront all facets of a project, learn on the fly, and think on their feet."





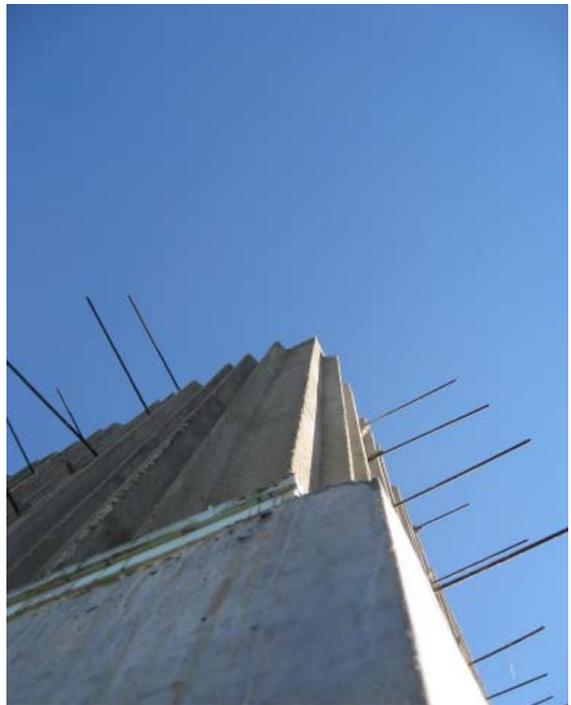
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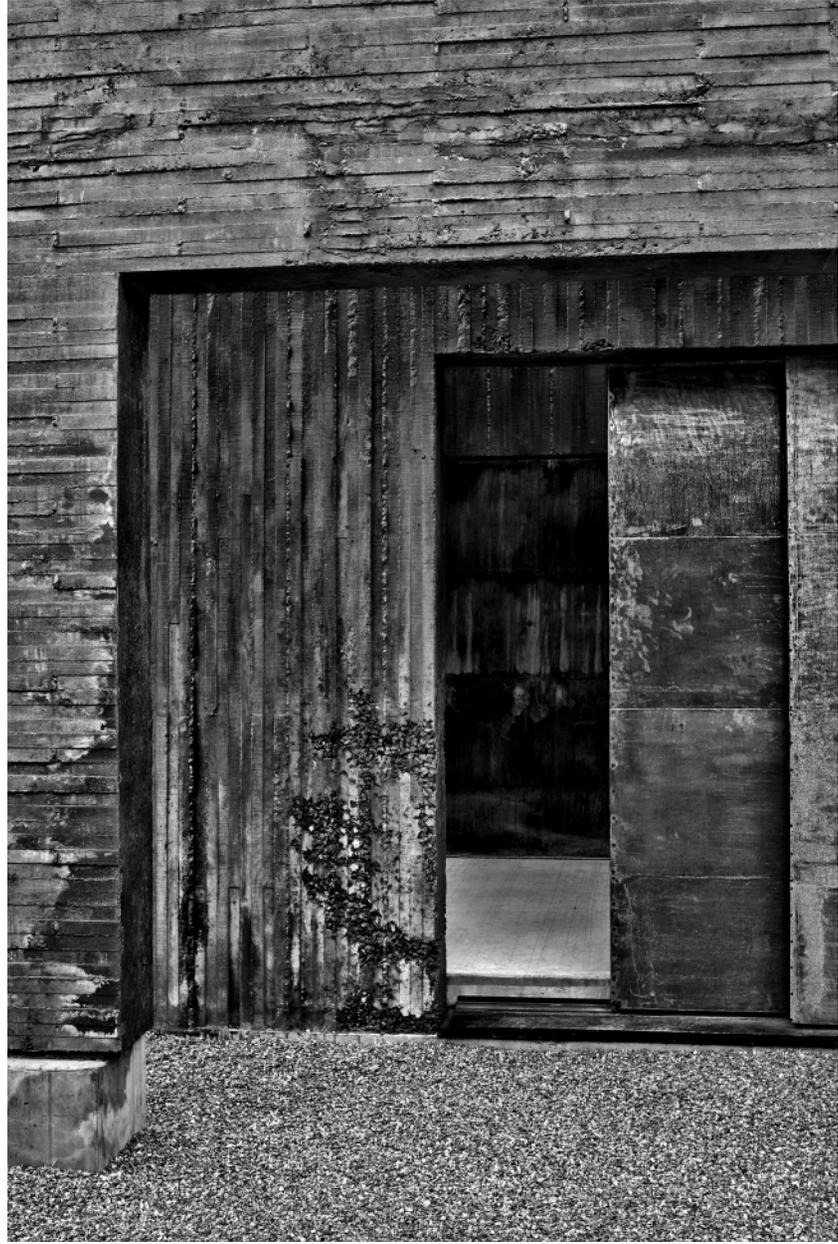




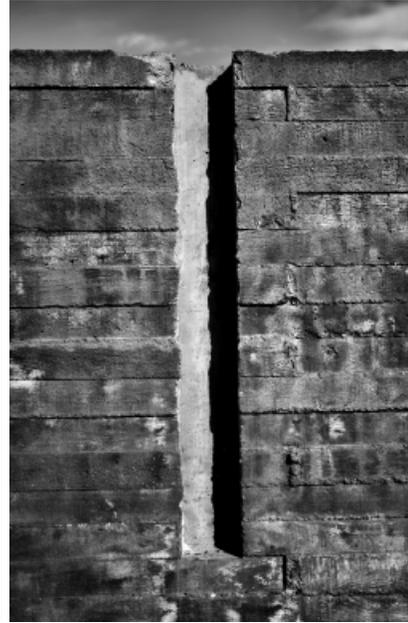
bringing to rest

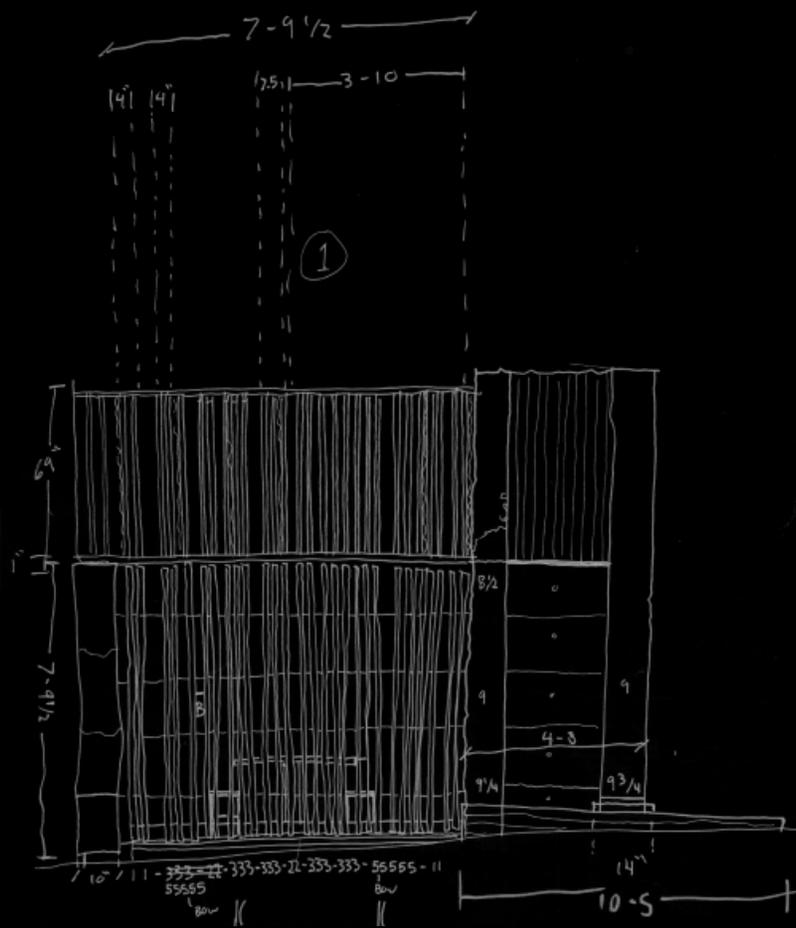








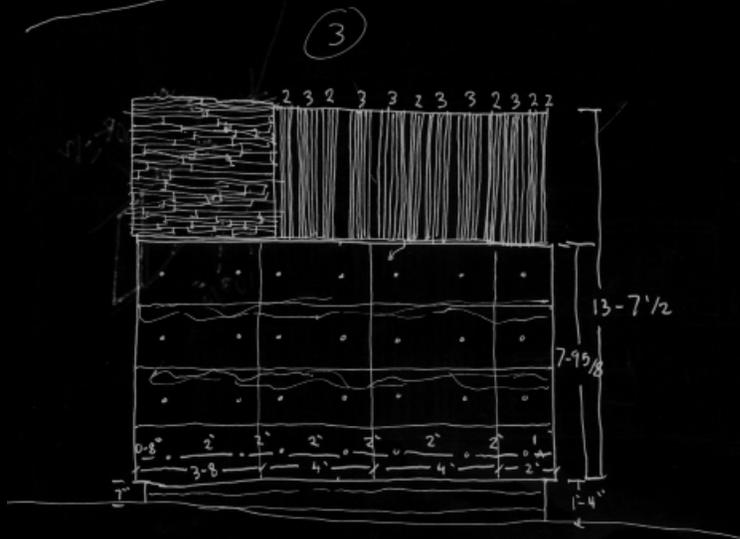
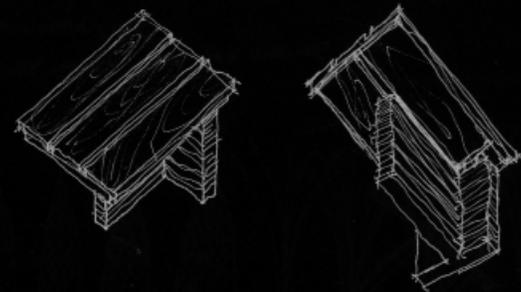
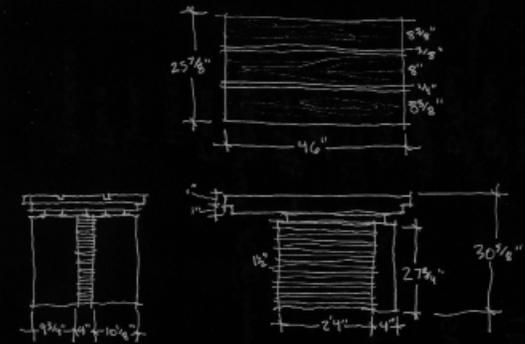
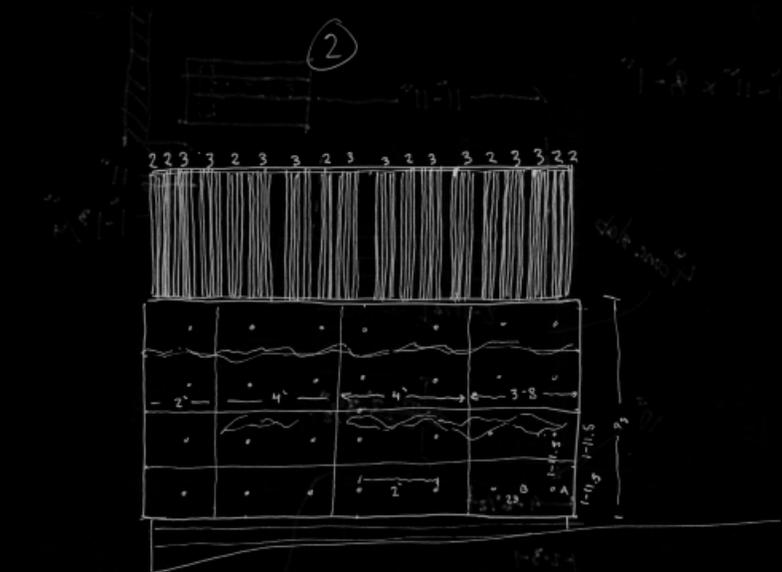




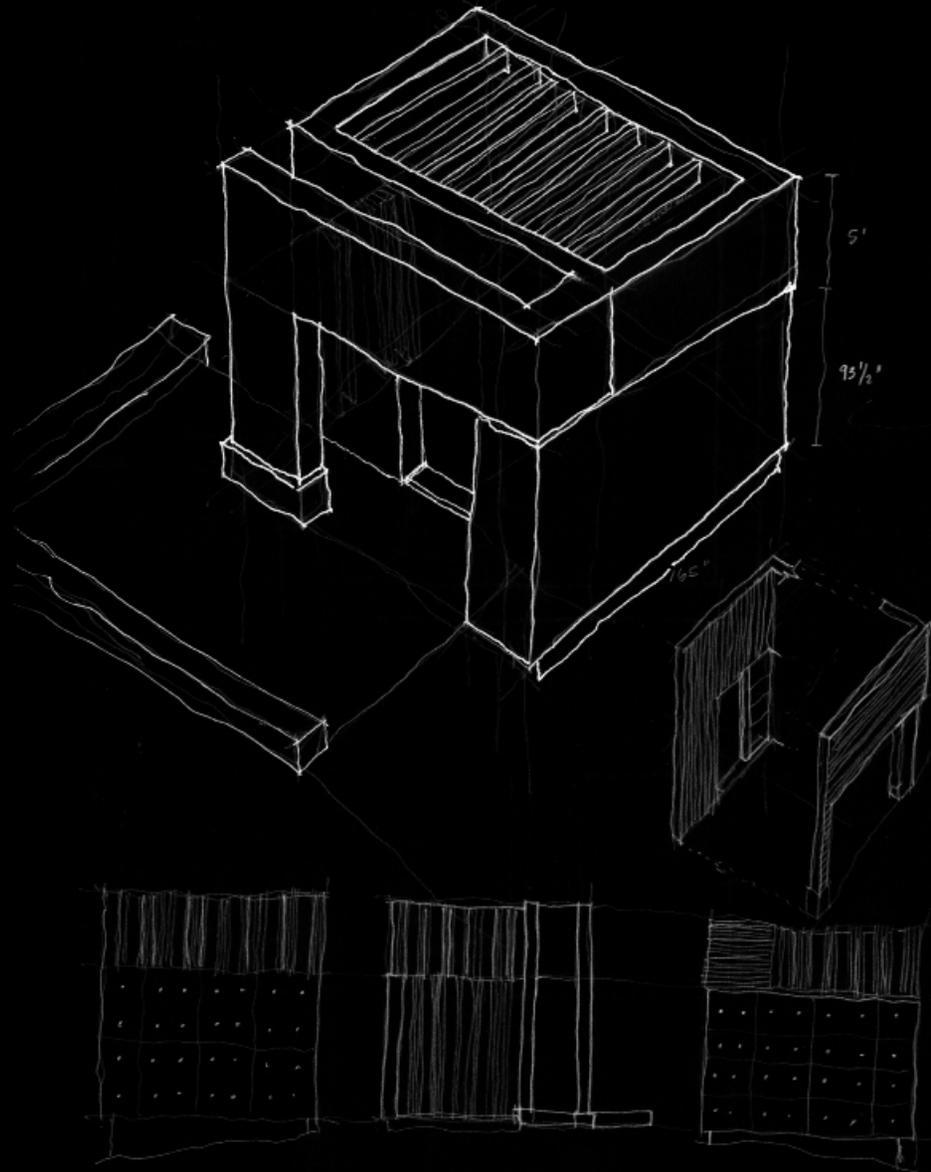
student sketch



While the c u b e at this point is no longer a construction site, it has become a classroom for architectural students to study, inhabit, measure, and draw.; taking on a new life within the school.



student sketches



student sketch

