LA-ND

Course | ARC 401: Graduate Advanced Topics Studio, IDEAS Urban Strategy, Fall, Winter & Spring Terms (18 credits total)
Type | Yearlong Graduate Advanced Topics Studio in Urban Strategy
University | UCLA Architecture & Urban Design
Location | Los Angeles, CA
Faculty | Gillian Shaffer Lutsko
Date | 2019 - 2020

Studio Description:

From its settlement to its series of expansions and finally its densification, reimagining land has been the vehicle for the city of Los Angeles to grow. One of the most remarkable attempts is Olmsted and Bartholomew's 1930 plan to create an emerald necklace of parks from the Pacific Ocean through Downtown LA to the San Gabriel Mountains along the path of the LA River, transforming the land from a handful of disparate municipalities into a new regional geography of open spaces connected by transportation corridors. The ambitious proposal to give LA's land an urban culture before it had one resonates today as plans for the LA River have prompted discussions about knitting the region together through a series of linked landscapes and urban attractors.

Taking the Olmsted and Bartholomew plan as a source of inspiration to imagine the future of Los Angeles at a broad and visionary scale, final design proposals considered three key aspects of future LAND: (1) Nature – rather than battle nature to build, the students used it as a medium to grow the city using geography, landscape, and inclusive habitats, (2) Climate – because the land is changing students designed infrastructure and urban areas that improved the quality of life in a world of climate risk, and (3) New building types - the rising value of land means architects will need to create new types of buildings whose urban spaces make the best use of limited area in a city reluctant to densify.

The yearlong Urban Strategy studio will take the Olmsted plan as a source for inspiration to imagine the Future of Los Angeles at a broad regional and urban scale. As LAND suggests, the studio will work with partners that have a stake in LA's land, including real estate investors, urban planners, community organizations, and companies with large land holdings.

The design studies will look at three aspects of future LANDs:

1. Nature - rather than battle nature to build, we'll use it as a medium to grow the city using geogrpahy, landscape, and inclusive habitats

2. Climate - because the land is changing we'll design infrastructure and urban areas that improve the quality of life in a world of climate risk

3. New Building Types - the rising value of land means architects will need to create new types of buildings with more limited footprints while having spaces that feel open and spacious in a market new to high density

Yearlong Design Scope (per Quarter):

Fall 2019	Vision Plan for Los Angeles
Winter 2020	Masterplan
Spring 2020	Architecture/ New Typologies

Additional Roles:
Co-organized **LA**-ND Symposium
Member of 2020 - 2021 Admissions Committee

UCLA Urban Strategy Students at the Sheats-Goldstein Residence by John Lautner, Dec 2019.

UCLA Urban Strategy Midterm Review, Oct 2019.

LA-ND Symposium, Feb 2019.

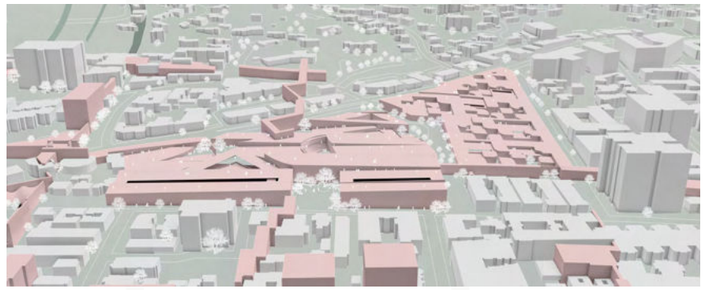
Aerial view of the I-405 Freeway under construction through Sepulveda Canyon (1957), Photo courtesy of the Los Angeles Examiner Collection, USC Libraries.

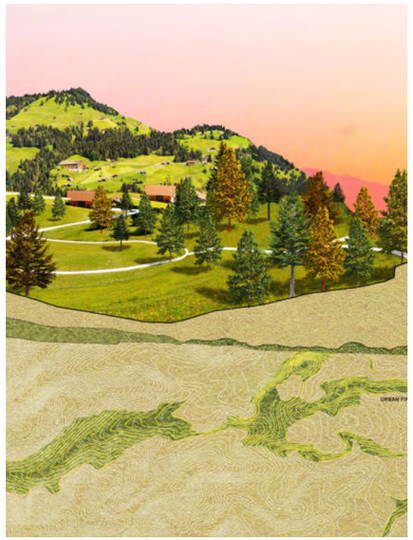
STUDENT WORK

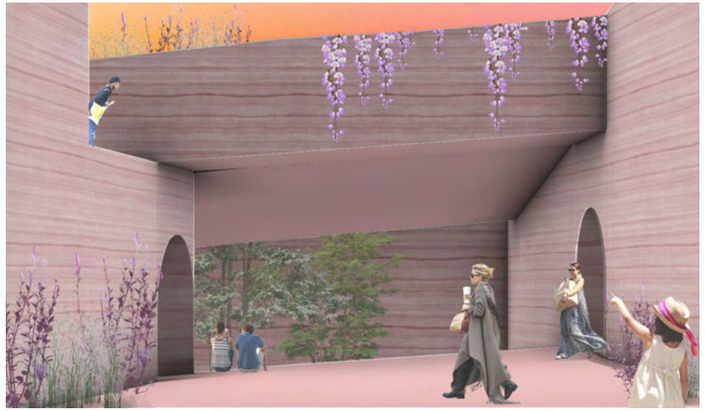
THIRD MOUNTAIN

RUMBLE 2019 - 20
Graduate Students Yuki Zhao, Xinran Ge & Chinmayi Suri

Topic: High land value/ High risk, 'L.A. case study' lifestyle
Site: West Hollywood, Los Angeles
Program: Multi-family Housing & Radical Landscape







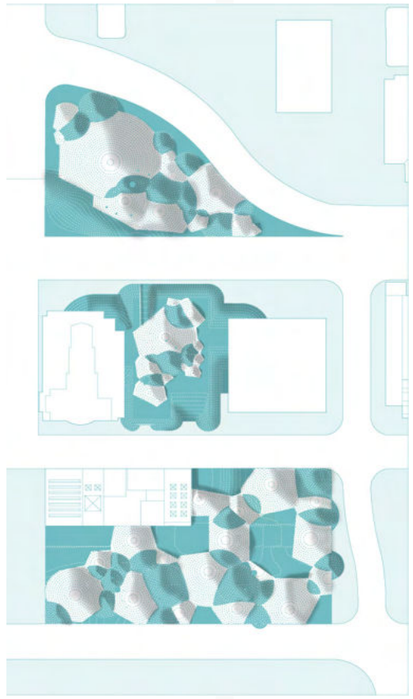
2050 AD
Los Angeles's iconic hills are now home to some of the deadliest wildfires. Insurance is no longer available, and most people must move. Third Mountain responds to high land value loss, and economic and wildfire risk by regrading the slopes to stunt the spread of fire. The earth is then moved down to the flatlands as fingers to create a new lifestyle and urban fabric, replacing LA's former seamless indoor-outdoor connection with designed embedded earth experiences. *- Chinmayi Suri, M Arch II '20*

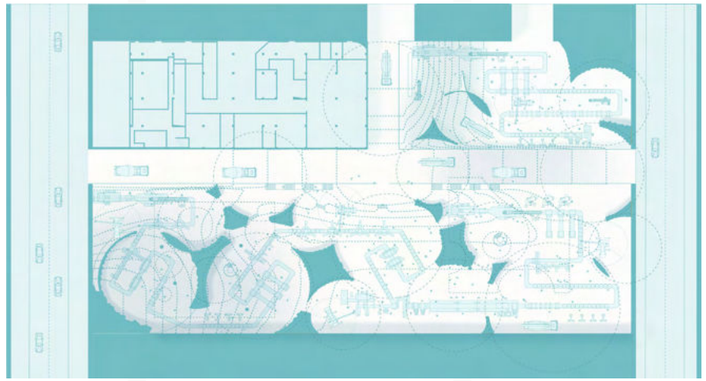
STUDENT WORK

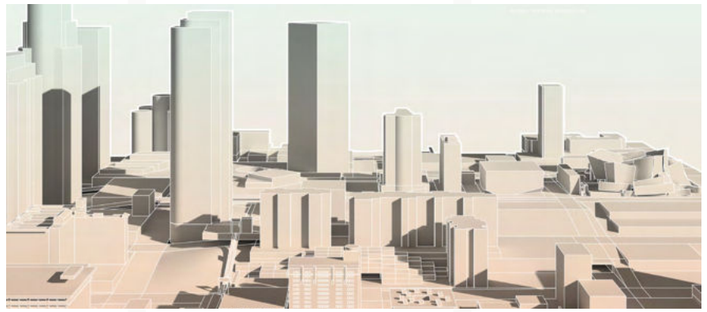
EARTHPILES

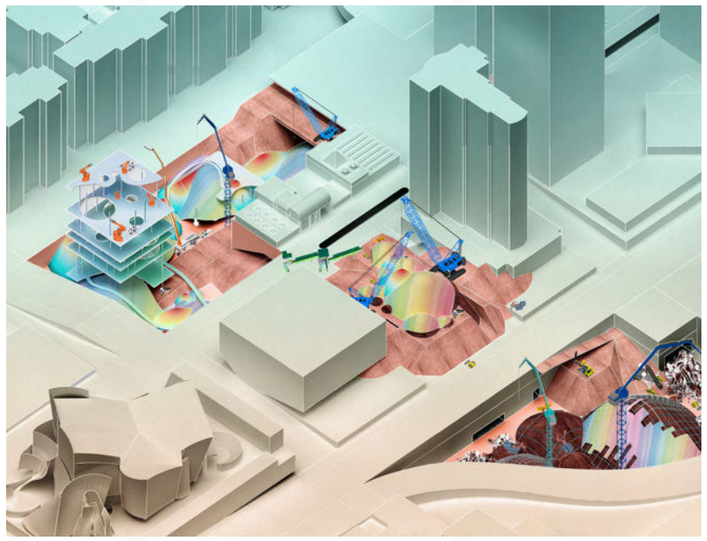
RUMBLE 2019 - 20
Graduate Students Jingyi Wang, Ruchi Singhania, Yuxuan He, & Gaurav Puri

Topic: Post-Disaster, New Construction Techniques
Site: Bunker Hill, Los Angeles
Program: Material Recycling, Rebuild

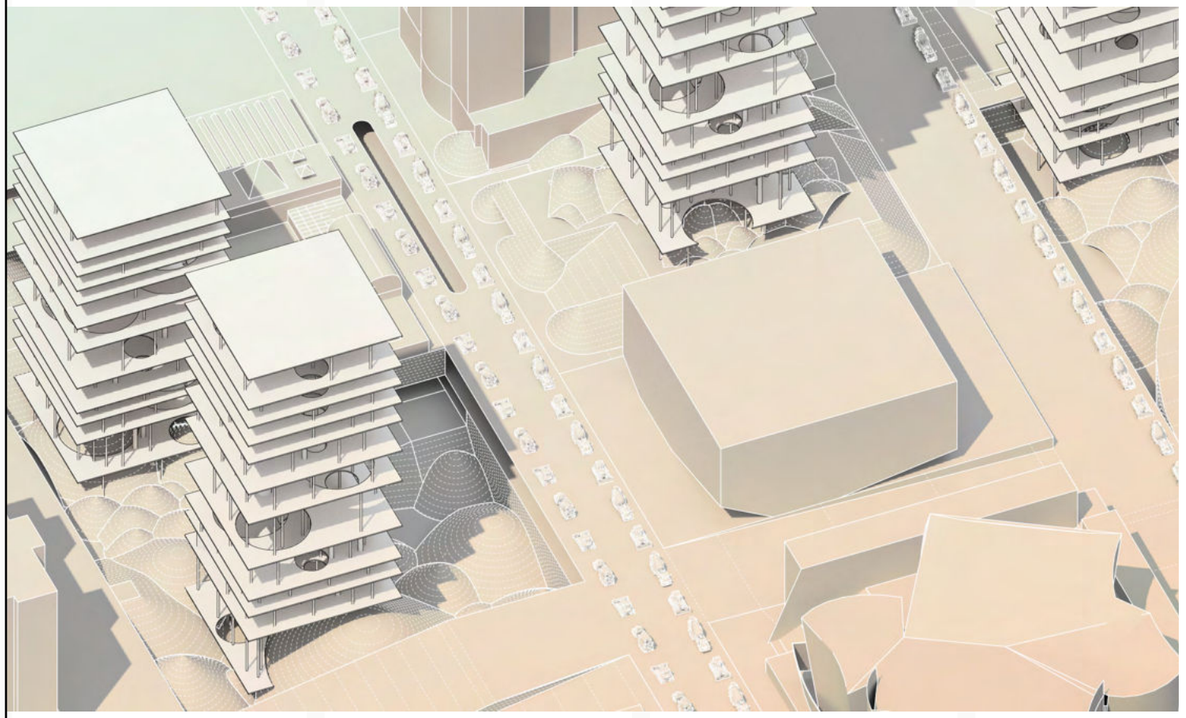


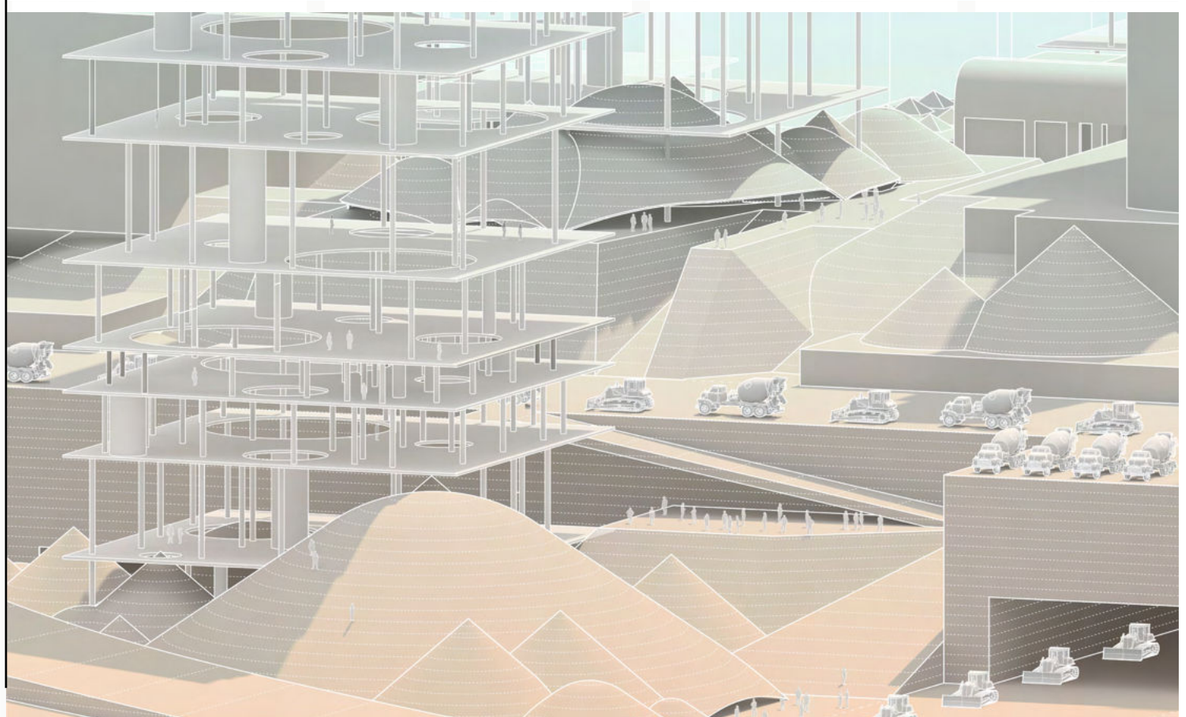






Bunker Hill is a paradigm of land transformations as it lies on an unstable liquefaction zone, making this area susceptible to damage in the event of an earthquake. Shells and piles are a novel construction method for reconfiguring disaster debris into foundations for post disaster urban life. Bunker Hill sets the prototype for new architecture throughout the rebuild of Los Angeles after 2050. *- Ruchi Singhania, M Arch II '20*

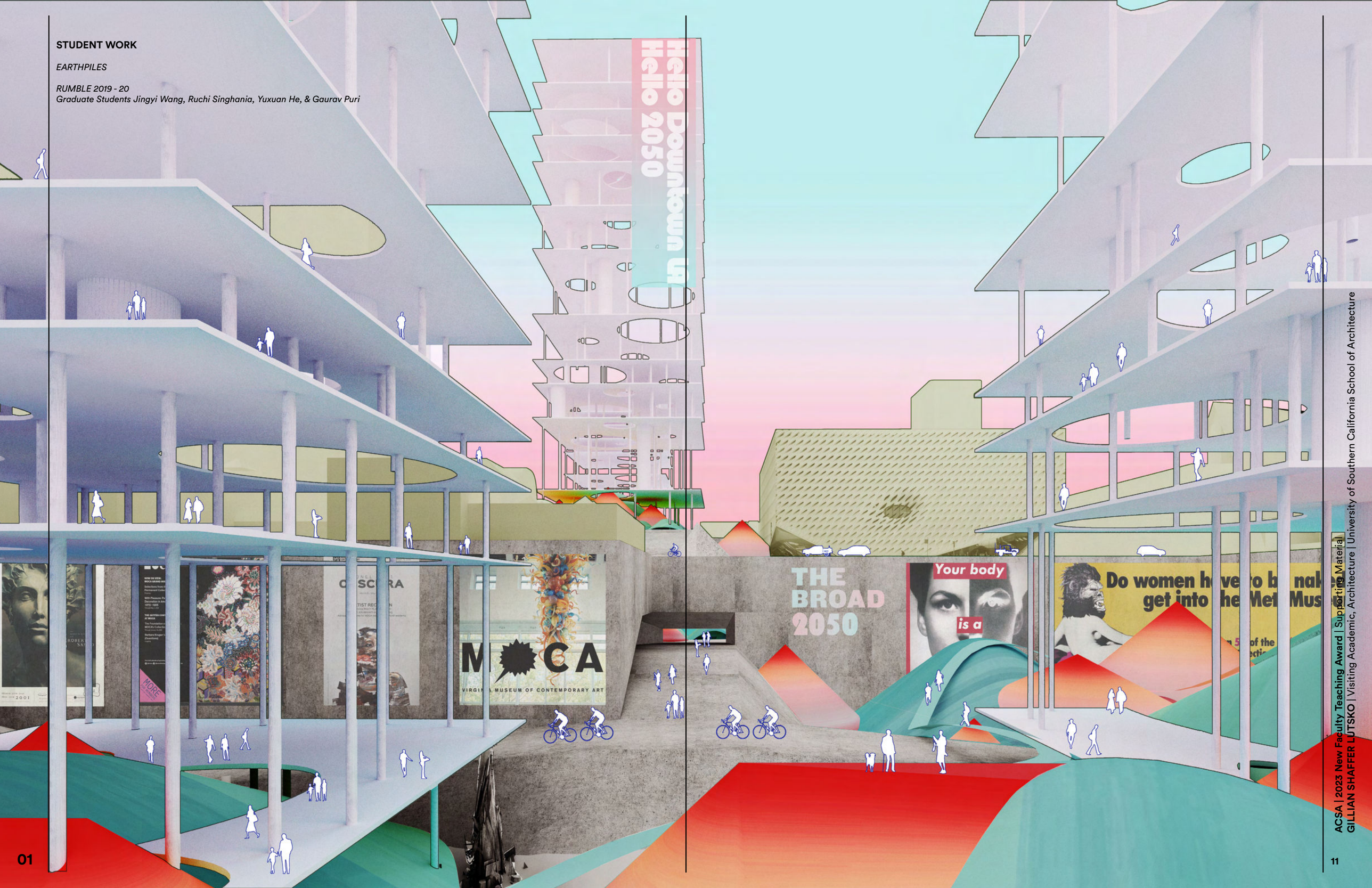




STUDENT WORK

EARTHPILES

RUMBLE 2019 - 20
Graduate Students Jingyi Wang, Ruchi Singhania, Yuxuan He, & Gaurav Puri

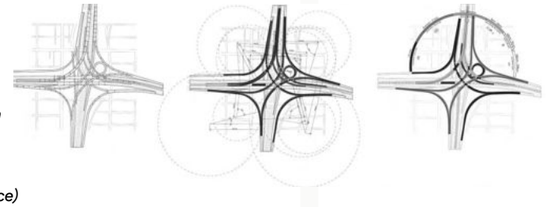


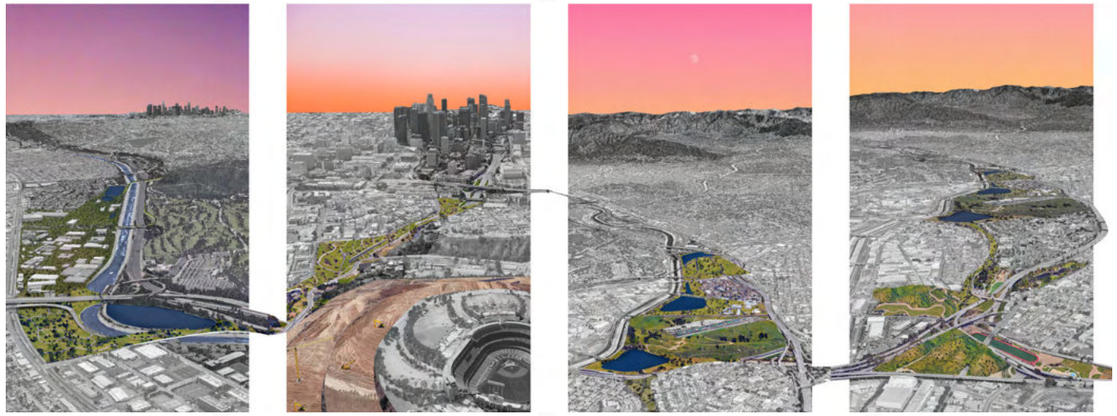
STUDENT WORK

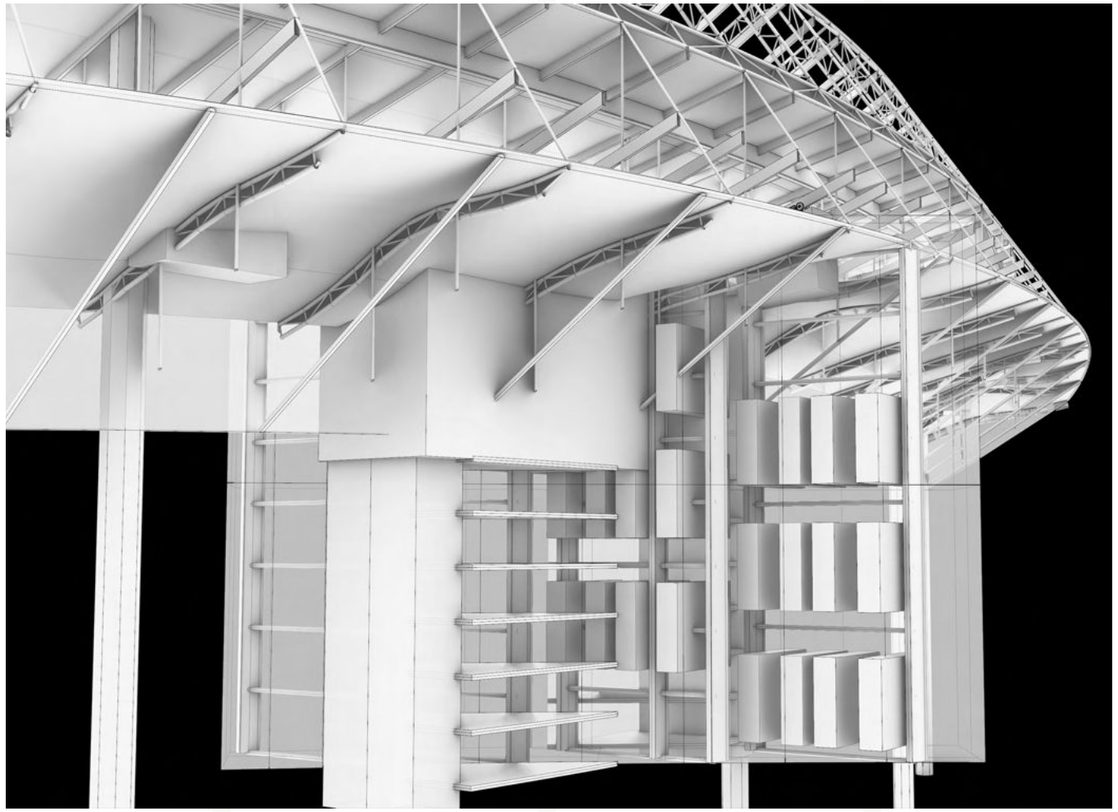
HOME ADDRESS : 110 AT THE 105

RUMBLE 2019 - 20
Graduate Students Ruoyang Chen, Aron Carcamo, Lecan Li, & Yeawon Min

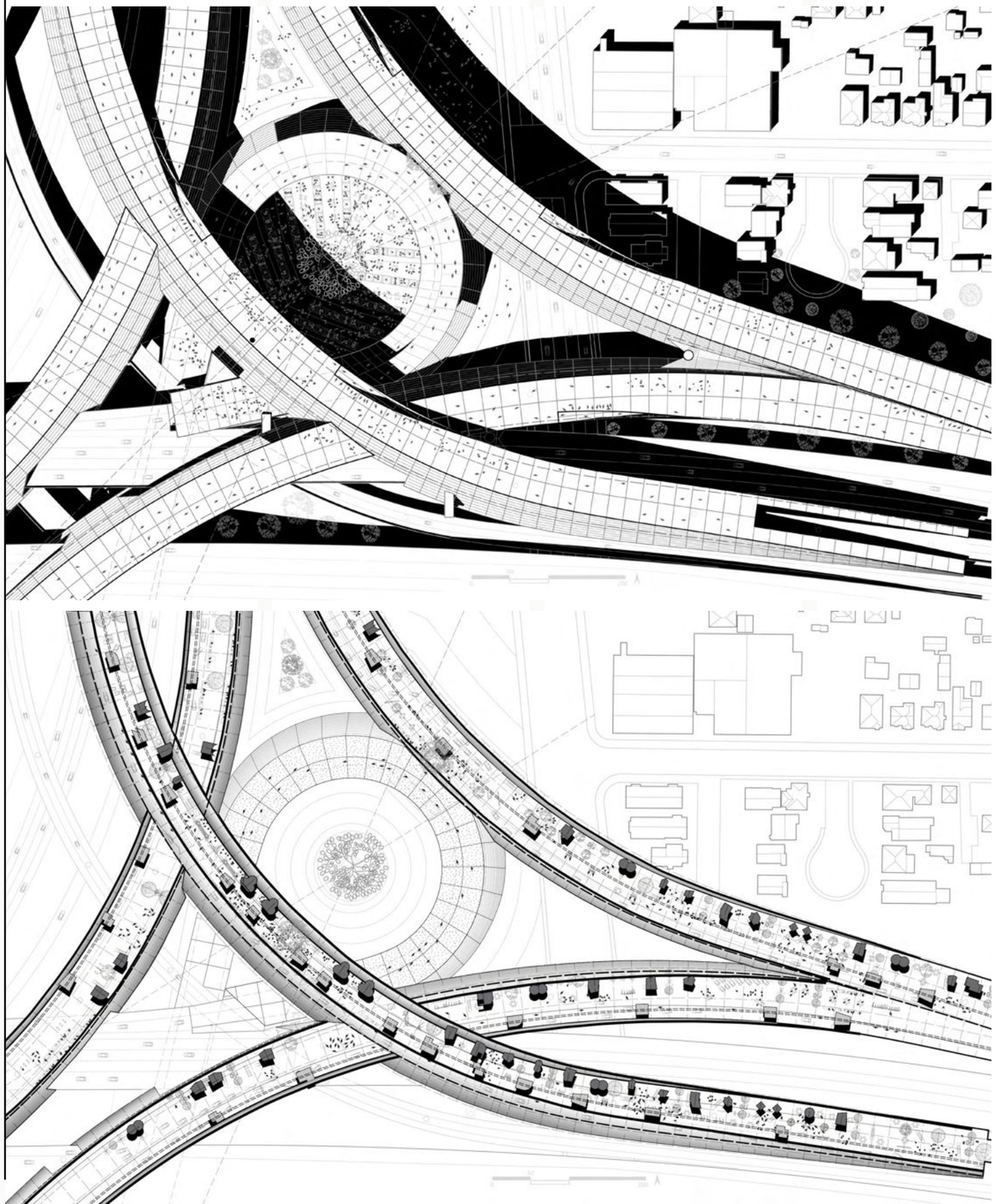
Topic: Freeway Infrastructure, Embodied Energy, Permanence
Site: 110 & 105 Freeway Intersection, Los Angeles
Program: Multi-use Transit Hub (Mobile Units, Recreation, Retail, Workspace)







As one of Reyner Banham's Four Ecologies, Los Angeles's freeway system is a given land condition of LA. This project develops the singular usage of the freeway to multi-program using the embodied energy accumulated from the initial construction process. Home Address: 110 at the 105 is a solution to increasing land values in LA, that has intensified as the city densifies. The new urban architecture constructed on the freeway provides a unique environment for LA 2050. *-Yeawon Min, M Arch II '20*



STUDENT WORK

HOME ADDRESS : 110 AT THE 105

RUMBLE 2019 - 20
Graduate Students Ruoyang Chen, Aron Carcamo, Lecan Li, & Yeawon Min

ARCHITECTURAL DESIGN III: LONG SPAN

Course | ARCH 302b: Integrative Architectural Design III (6 credits)
Type | UG Third Year Integrated Studio
University | University of Southern California
Location | Los Angeles, CA
Faculty | Gillian Shaffer Lutsko
Date | Spring 2022

Studio Description:

The 3rd year Integrative Studio occupies a critical location within the B.Arch sequence. 302b is the end of the structured core studio sequence and provides a foundation for topic studios. The comprehensive design problem requires implementation of all the knowledge and skills accumulated during the core sequence. The studio gives students the opportunity illustrate their understanding of design issues, and the interaction of formal, experiential, and technical requirements of architectural design.

The studio will focus extensively on building systems, including physical systems (structure and enclosure) and experiential systems (circulation and daylighting). You will provide for ventilation, heating and cooling (both natural and mechanical), and consideration for daylighting and artificial lighting. Exercises will address lifesafety, egress and accessibility requirements, as embodied in model building codes and students will be asked to illustrate their knowledge in their completed designs. Portions of the project will be developed detail to demonstrate integration of the various systems.

The studio will provide an opportunity for students to develop a deep understanding of program through a series of design problems. While a basic program will be given, each student will be encouraged to expand upon notions of program to augment their conceptual ideas.

As a guiding principle for this project, this studio will explore the potential for building and site to be utilized in different ways at different times. Program will be a considered as a fluid set of performative criteria that can be used to generate form, provoke thought and challenge accepted norms.

The semester project proposes that facilities such as community centres, if carefully programmed and designed, can function as social condensers and draw participation from many segments of the populace. To this end, students will be encouraged to re-formulate and re-program portions of your project (e.g. multi-purpose hall, wild card, exterior space...) to serve identified community needs, suiting the social purposes of your individual project and evolving uses over time.

As a cumulative project to be studied for the entire semester, the integration of the various components of architecture (site, program, form, structure, environmental systems, codes, and materialty) will be required. These requirements will be seen not as constraints which hinder design exploration but as essential information that enriches the design process. To this end, broaden your approach to designing your project, allowing flexibility and reciprocity among these inputs and be diligent in investigating options in seeking a comprehensive solution.

The five phases of the semester are:

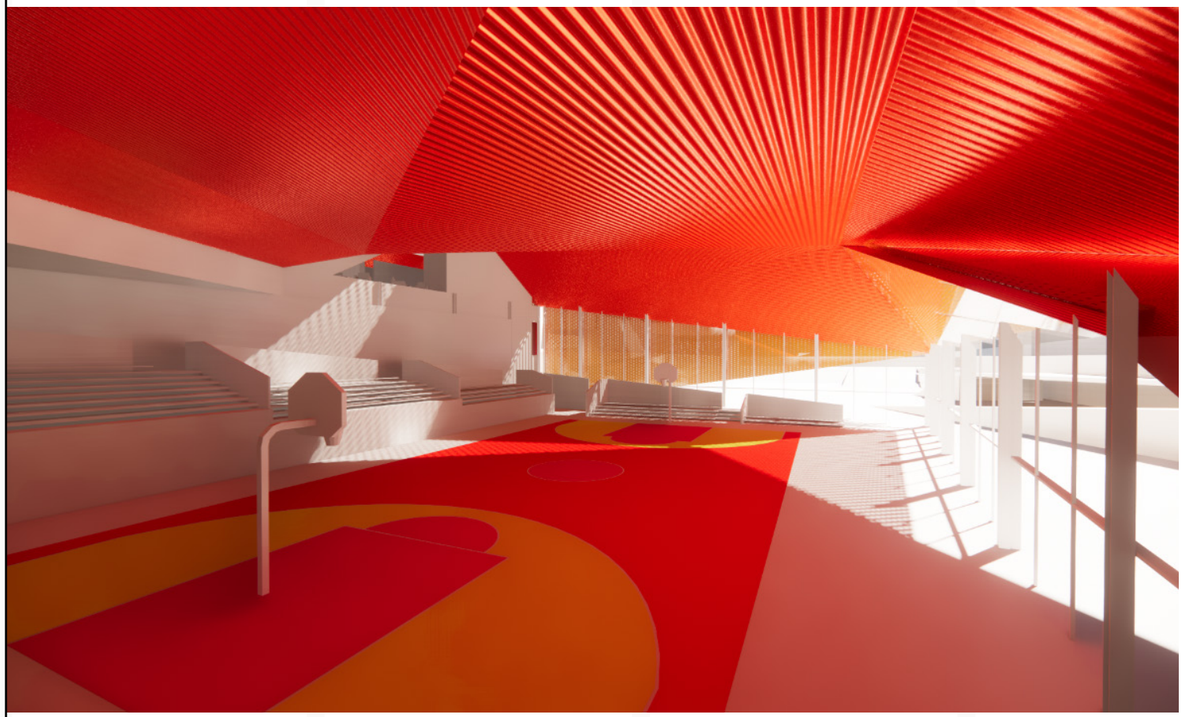
ONE: Research & Site Analysis
TWO: Conceptual Design + Schematic Design
THREE: Schematic Development Phase
FOUR: Detailed Development Phase
FIVE: Revision and Completion of Projects

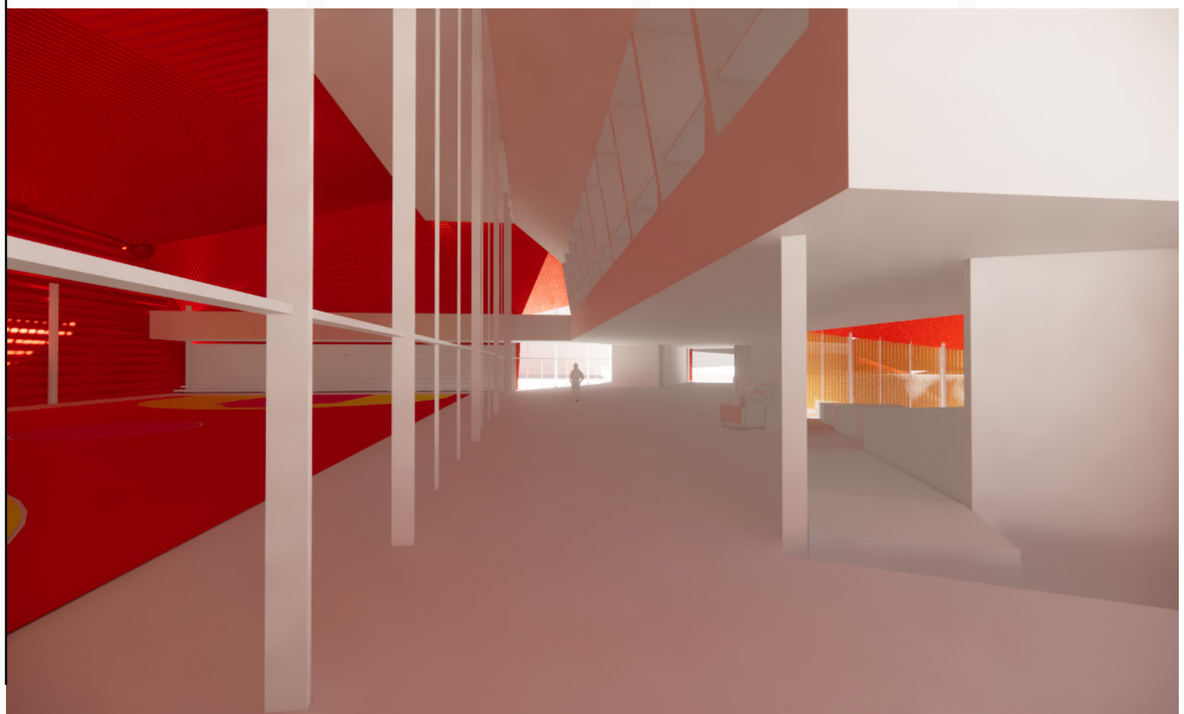
Third Year Final Review Model Table, May 2022.

STUDENT WORK

Third Year Students Sehee Cho

Topic: Long span structures
Site: USC Village Great Lawn, Los Angeles
Program: Basketball Training Facility for the Paralympics +
Community Center



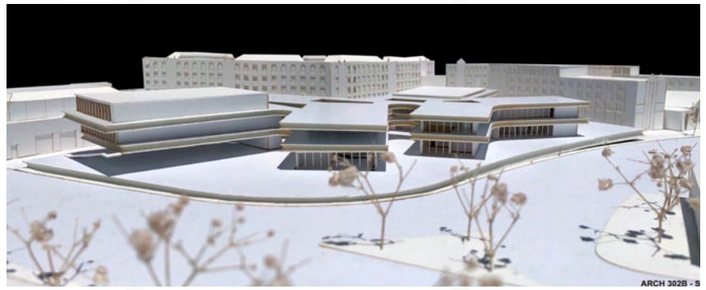


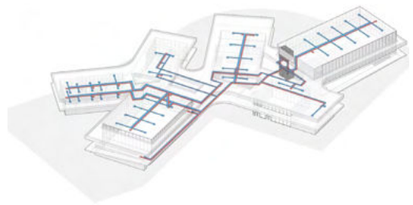
STUDENT WORK

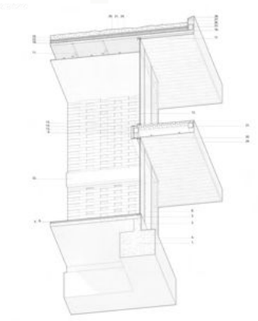
PARALYMPICS TRAINING FACILITY WITH FARM-TO-TABLE RESTAURANT

Third Year Student Katherine Schindler

Topic: Long span structures
Site: USC Village Great Lawn, Los Angeles
Program: Basketball Training Facility for the Paralympics + Community Center







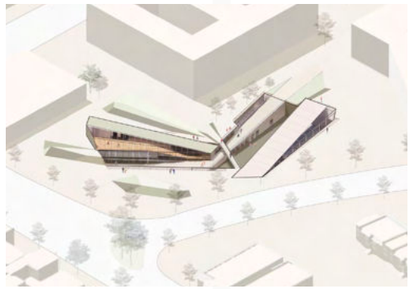
1. CONCRETE FOOTING
2. CONCRETE FOUNDATION WALL
3. CONCRETE SLAB ON GRADE
4. DRAINAGE MAT
5. INSULATION
6. WOOD FLOORING
7. STEEL PLATE
8. W12X STEEL COLUMN
9. 30x900 STEEL BEAM
12. DOUBLE GLAZING
13. RECTANGULAR STEEL TUBE LAYER
14. STEEL DECKING
15. STEEL TRUSS COPING
16. GLASS GUARDRAIL
17. DOUGLAS FIR FLANKING
18. THERMOPLASTIC WATERPROOFING MEMBRANE
19. PROTECTION COURSE
20. ROOT BARRIER
24. MOISTURE RETENTION LAYER
25. RESERVOIR LAYER
26. FILTER MEMBRANE
27. WOOD BLOCKING
28. SHEET METAL PARAPET CAP
29. GFRC PANEL
30. HORIZONTAL MULLION CAP

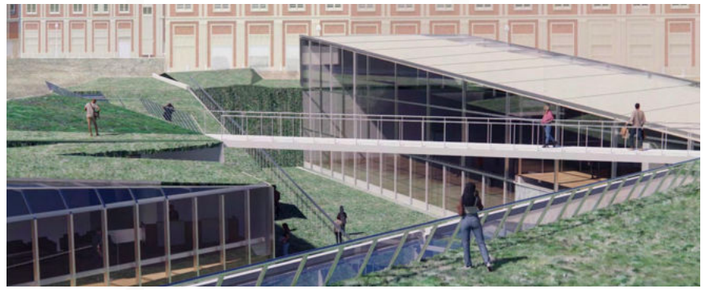
STUDENT WORK

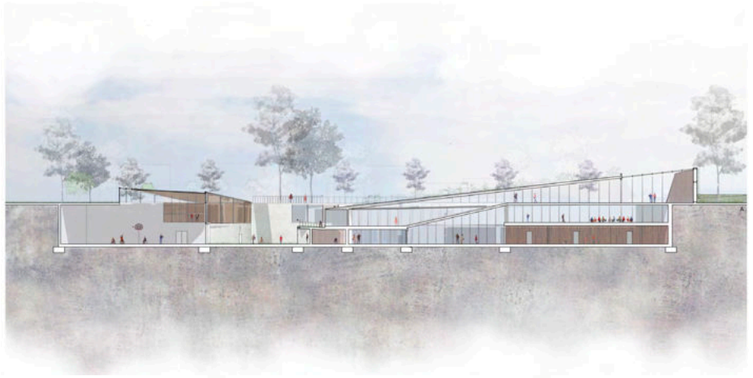
NON-BUILDING

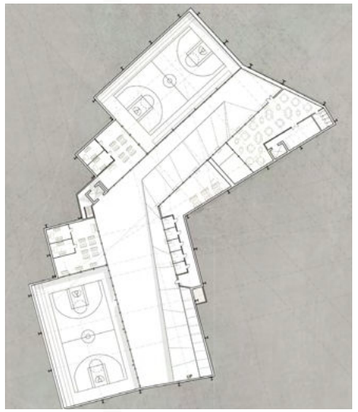
Third Year Student Daniela Liang

Topic: Long span structures
Site: USC Village Great Lawn, Los Angeles
Program: Basketball Training Facility for the Paralympics + Community Center







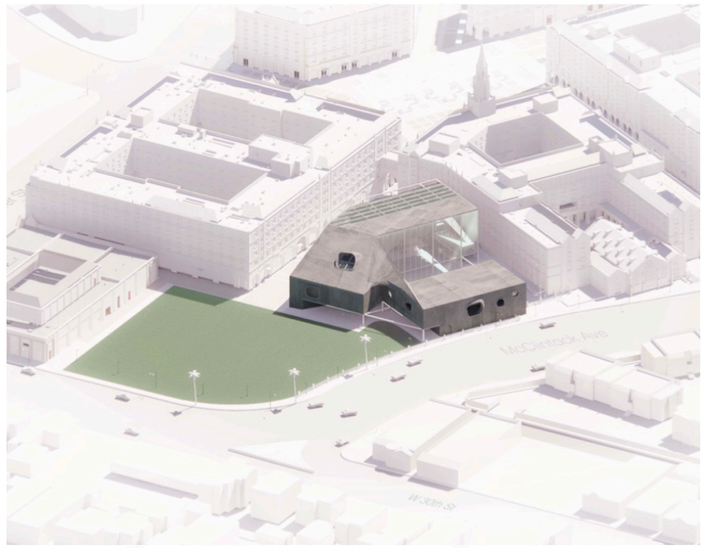


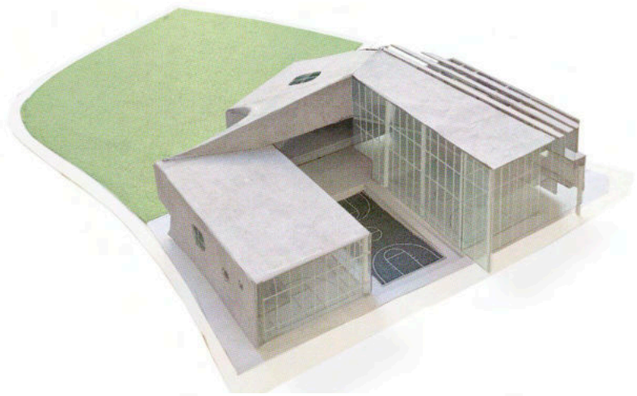
STUDENT WORK

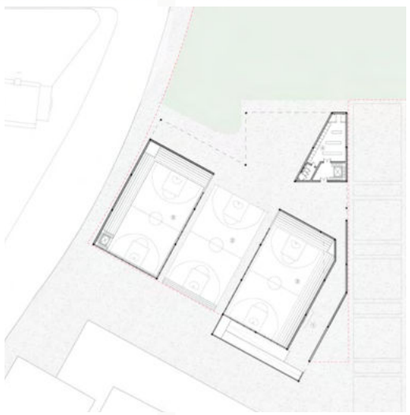
COMMUNITY GYMNASIUM

Third Year Student Isabella Rendon

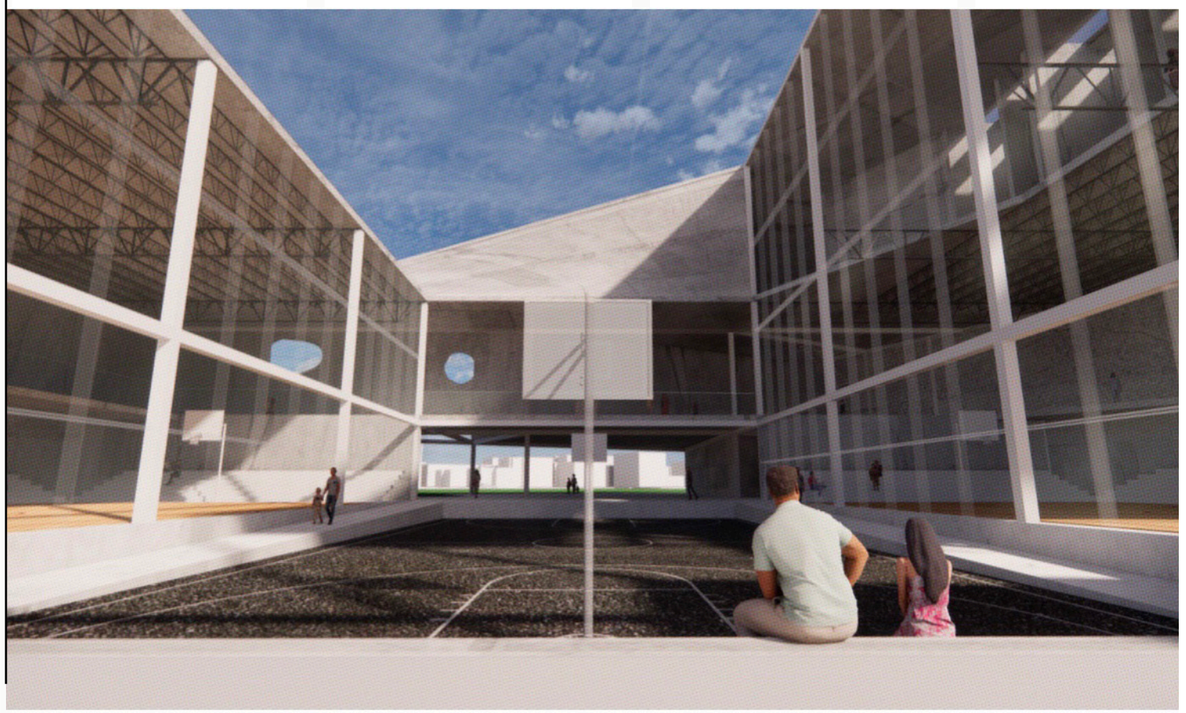
Topic: Long span structures
Site: USC Village Great Lawn, Los Angeles
Program: Basketball Training Facility for the Paralympics + Community Center







The 302B studio is an integrative core studio. The site we were given is the USC Village Great Lawn. We were asked to design a basketball training facility for the LA 2028 Paralympics. We incorporated the required programs which consisted of two indoor basketball courts, locker rooms, meeting rooms, plus general amenities within our design. The design had to integrate building systems, such as enclosure, structure, egress as well as experiential qualities of daylighting and circulation. *- Isabella Rendon, SP22*



ACTIONS FOR FUTURE PUBLICS

Course | ARCH 496: Senior Thesis in Architecture (4 credits)
Type | UG Thesis in Architecture
University | University of San Diego
Location | Online (Pandemic)
Faculty | Gillian Shaffer
Date | Spring 2021

Thesis Studio Description:

The Arch 496 Senior Thesis Design Studio is a sequential course that leads to a capstone project evolved from student's research explored in Arch 495. Students are expected to incorporate research, programming, and site definition for their architectural design project, as well as demonstrate technical competencies, knowledge, critical thinking and creative skills throughout the development of their work.

This year's Thesis studio, Actions for Future Publics, was centered around socially-committed design projects that provoke rethinking architecture's role in today's unprecedented cultural, technological and environmental times. As an extension to the Fall's research on Land, Property, Race and Class Struggles, students' design explorations looked beyond straight-forward answers to big questions. Instead, research knowledge built a platform for creative and alternatiive understandings of existing social conditions, extending to the disciplines at large, while also diversifying convertions and developing a design inquiry that bridges multiple scales. Each student reimagined how their architecture becomes a social and urban framework that transforms the spatial and programmatic conditions of their sites.

Students constructed drawings as means to externalize their interpretations of their research topic to unpack its effects on urban spaces, programs, networks, or accentuations by Black Lives Matter or Covid-19 impacts. Hybrid drawings and cartographies were the form of experimentation: thinking, conversations, and investigations, were translated into narratives, diagrams and later on design. Students drew their potential site of intervention, from the scale of the building, the neighborhood, and the city: these three drawings were to unfold a series of interrelated conditions to define the site and the scope of an architectural and/ or urban intervention.

Part I: Research Drawing Translations + Research Charrette (3.5 weeks)
Part II: Program Narratives and Spatial Experiments (2.5 weeks)
Part III: Design Intervention (5 weeks)
Part IV: City Speculations (3 weeks)

Students will curate their project design content into a formatted video recording (approx. 5-7 min duration) presented at the final review.

Pedagogy

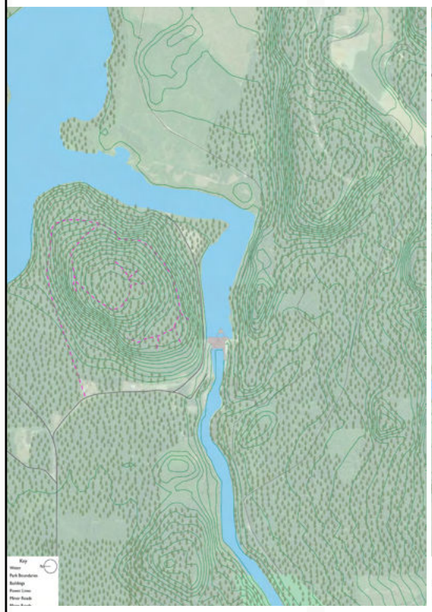
A series of sequential assignments will be provided to assist students in the evolution of their individual design projects. An assignment may be adjusted by the particularities of each project's prompt, allowing flexibility for students to interpret and define the necessary tools of exploration in support of their research statement. Adjustment will be made in agreement with the professor of record.

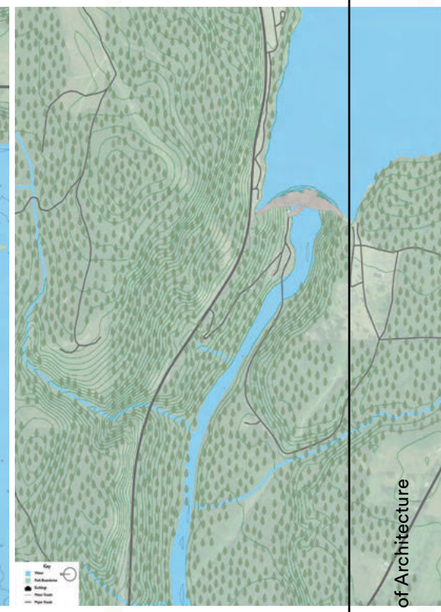
Because different students will be affected differently by COVID-19 the structure of the class will be flexible, but the preferred format will be to form small groups with clear determined roles for individual students. The idea is for you to have a clear responsibility and yet be part of a group to have the opportunity to exchange ideas for collateral learning.

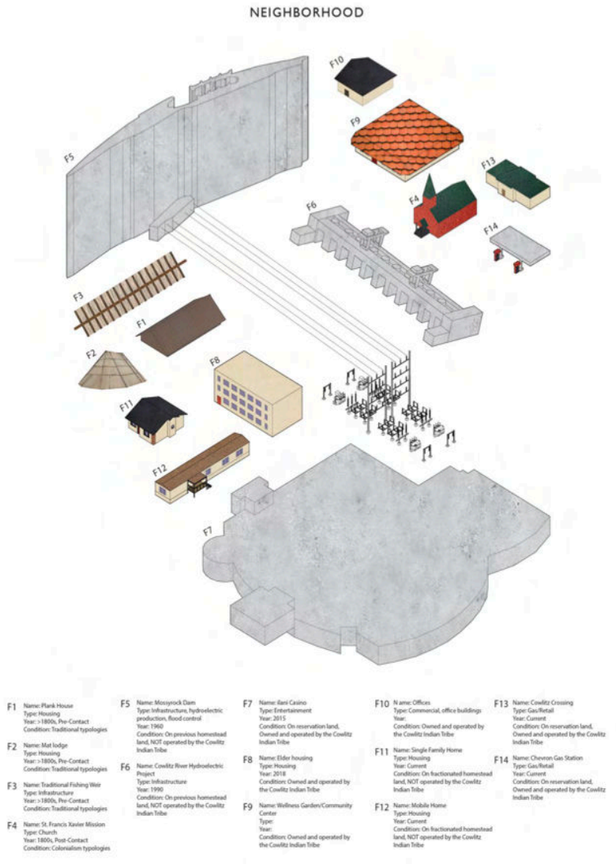
STUDENT WORK

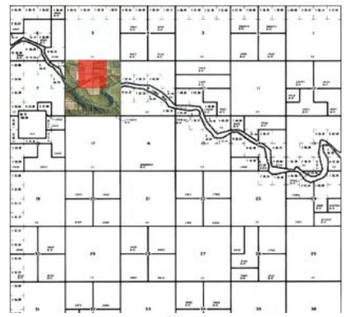
COUNTER-CARTOGRAPHY: DISPOSESSION AND RECLAMATION OF COWLITZ LAND
Undergraduate Student Jacquelyn Crane

Private property is a western European ideal that uprooted and divided indigenous land for western gain. Colonization efforts gave westerners autonomy over the natural resources as well as the properties and structures contained. Understanding these specific power tactics that were essential to the colonial project are in equal parts important to the de-colonialist project, which emphasizes the many narratives of land treatise, land ownership documents and historical cartographies of how land was seized from and also valued by Native Americans. This is a project to reclaim tribal territories and take back sacred sites one by one. These sites are foundational to Cowlitz history and heritage with resources significant locations along the river system. Through the design of monuments, my architectural proposals examine the multi-layers of history and land use to give back cultural heritage. - Jacquelyn Crane, B. A '21







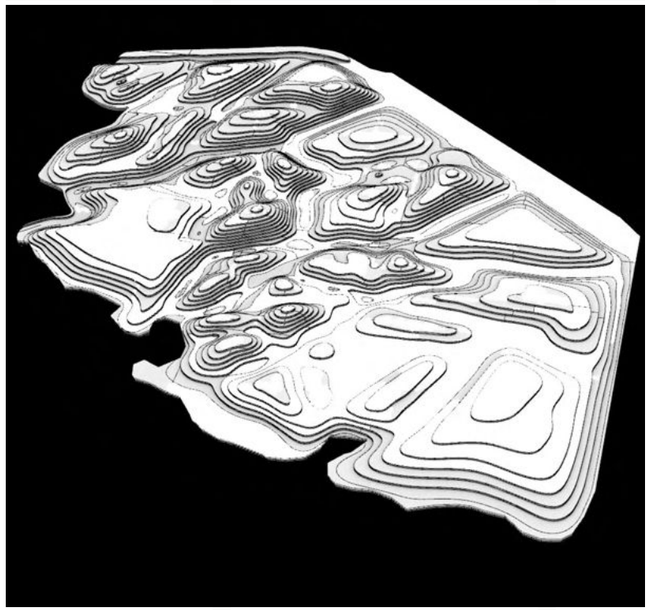


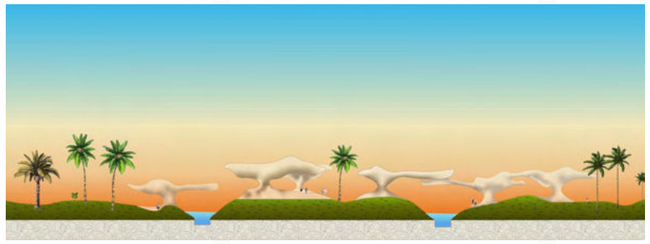
STUDENT WORK

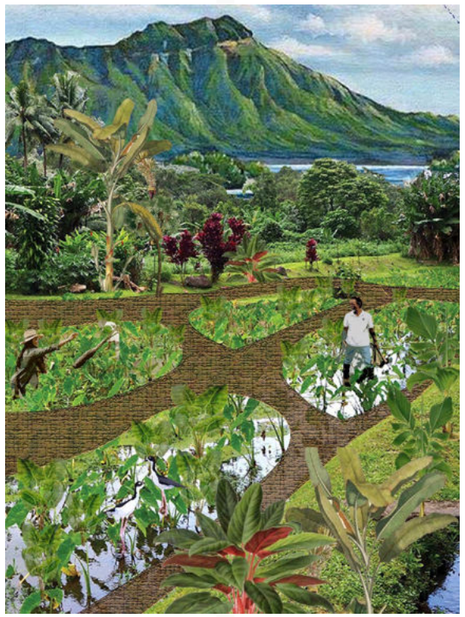
A LIVING LANDSCAPE

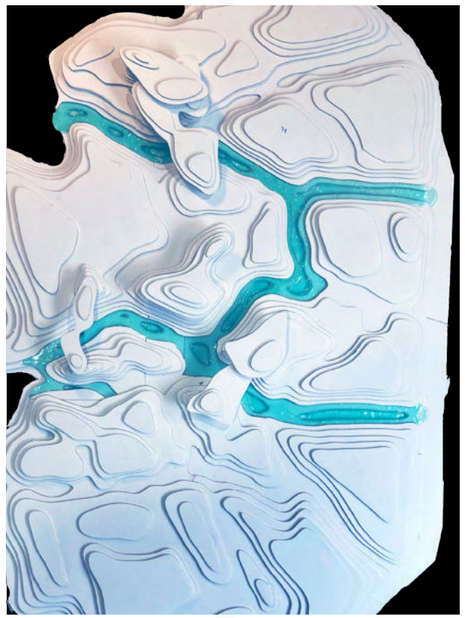
Undergraduate Student Sharon Higashi

Tourism Development has played a major role in the destruction of Native Hawaiian culture as almost every resort development has been built on some culturally significant site. As these resorts rapidly develop throughout the state, exploitation of Native Hawaiian culture has created a climate of servitude, where natives are asked to perpetrate inauthentic, marketable versions of their culture commodified. Through the design of a cultural park near Waikiki, Hawaiians are able to reconstitute cultural identities for both themselves and global visitors. *- Sharon Higashi*







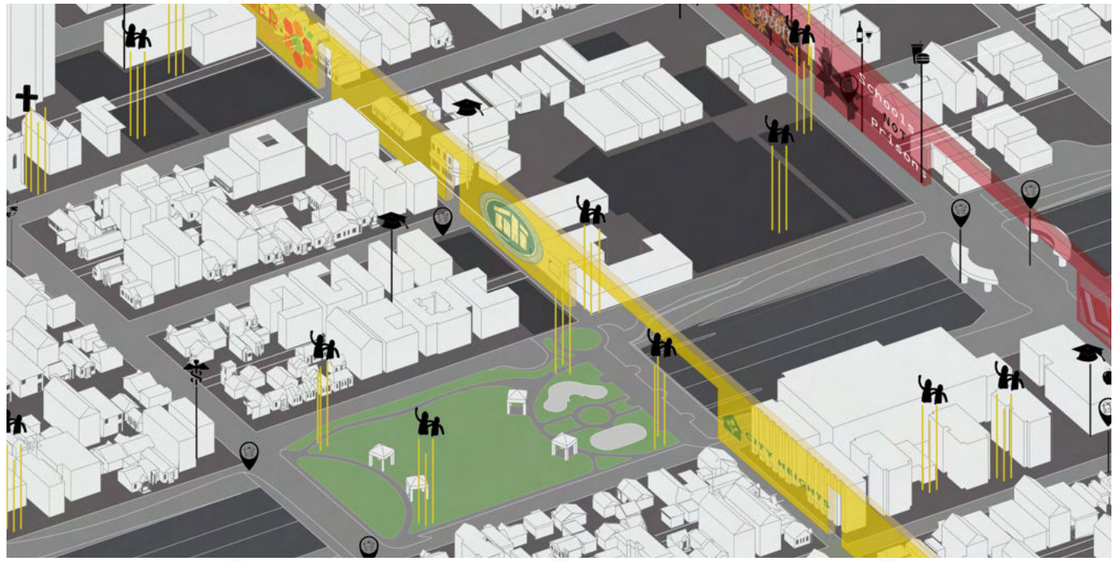


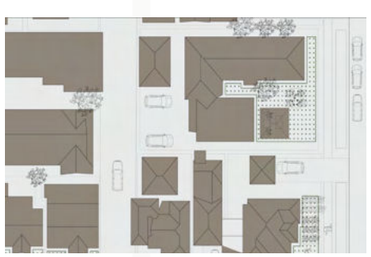
STUDENT WORK

RESISTANCE THROUGH RESILIENCE

Undergraduate Student Myah Pace

Redlining has been the systemic denial of services, goods and space by government agencies and the private sector through the selective raising of prices on the basis of race, and has been the root cause of racial division spatially and structurally in cities today. Resilience has been instrumental to the survival of communities of color and ethnic cultural spaces. Affordable Housing in City Heights adapts affordability and livelihood with the design for urban vibrancy A multi-use structure provides the basis for interaction and exchange, illustrating that one use cannot function without attuning to the needs of the other. *- Myah Pace*





URBAN OPERATING SYSTEMS

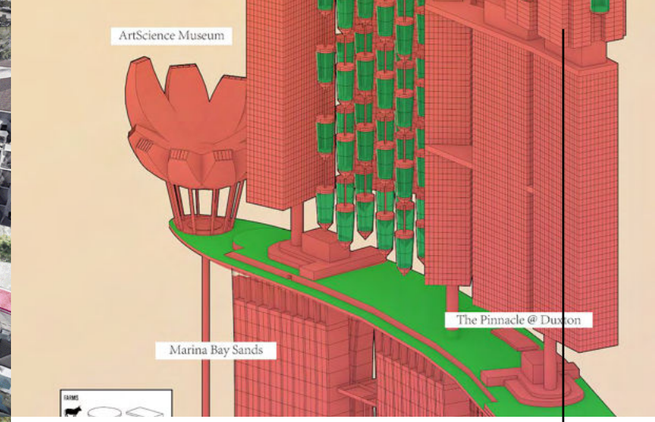
Course | ARC 289: Technology Seminar (4 credits)
Type | Graduate Technology Seminar
University | UCLA Architecture & Urban Design
Location | Los Angeles, CA
Faculty | Gillian Shaffer
Date | Fall 2019

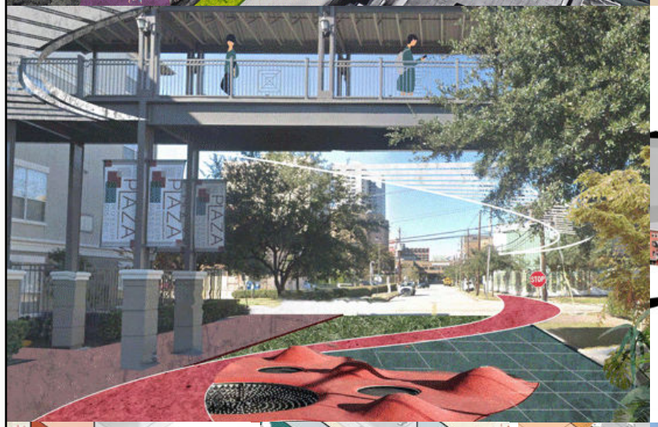
Seminar Description:

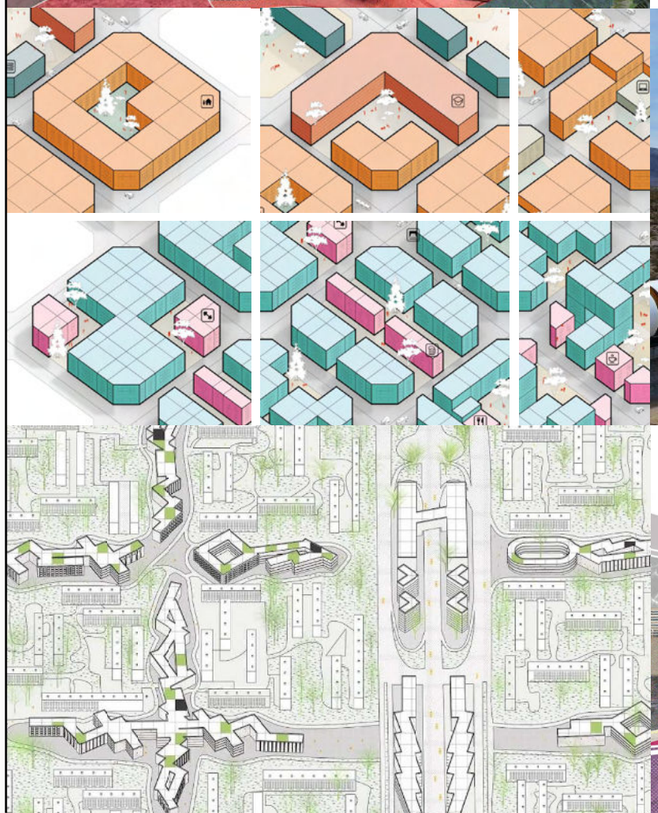
Since Antiquity, cities have been comprised of the same basic building blocks: markets, monuments, squares/civic spaces, housing, etc., but a collection of these blocks on their own is not a city. Rather, a city is a program, an operating system that manages and ties together the hardware of individual urban units. While all cities include similar elements and types, individual cities are arranged in response to topographic and site-specific conditions, while urban phenomena emerge from social, political and cultural contexts. Together these govern the flows -- of people, goods and ideas -- that define urbanism. As Rem Koolhaas puts it, cities are both “100% generic” and “100% specific.”

This template for urban design grew out of modernist masterplans and the wholesale demolition and reconstruction of cities. This view, promoted and exported most notably by the Congress of Modern Architecture (1928), led to design failures around the world, such as the underutilized city of Brasilia, designed by Lúcio Costa, Oscar Niemeyer and Joaquim Cardozo, and the Pruitt-Igoe housing project in St Louis, which was demolished in the 1970s. The reductionism of modernism overlooked the fact that cities are complex, networked, integrated systems, with inherent time scales, phases and narratives.

In response, contemporary urban designers seek to implement tactical urban interventions that support connectivity, optimize growth, increase resilience, and promote flourishing urban cultures. This requires designers to understand how urban operations are structured, function, and interact with one another, while at the same time to be attentive to issues of phasing and sequencing. In short, imagining future city scenarios requires an understanding of urban operating systems. Students will research and analyze a variety of global cities, focusing on issues of natural and artificial landscapes, performative urbanism and domains of public and private space. This will form the foundation for proposals for the future of Los Angeles.







STUDENT WORK

SOFT ARCHITECTURE

RUMBLE 2019 - 20
Graduate Student Yuxuan He

ARCHITECTURAL DESIGN I

Course | ARCH 102a: Architectural Design I (4 credits)
Type | UG First Year Studio
University | University of Southern California
Location | Los Angeles, CA
Faculty | Gillian Shaffer Lutsko
Date | Fall 2021

Studio Description:

For many of us today, we have gotten to know our personal spaces in a deeper way. This past year has put the spotlight on our domestic spaces, asking them to also be a place for work, school, and entertainment. Because of this magnified look at the spaces of our homes, we are also re-thinking our bodies' relationship to these spaces. This semester we will take a deeper look at how the body can shape our domestic spaces.

At the USC School of Architecture, our goal is to educate Citizen Architects. Our core values are centered around equality and social justice, and the belief that through architecture we can collectively enrich basic human existence. Our culture as a school revolves around curating vibrant debate on contemporary issues - with informed and critical dialogue between students, faculty, visiting lecturers and practitioners. 1 This semester, we welcome you into our school and into a conversation about the changing nature of space and place around the globe.

This semester's selected precedents will be used to learn the fundamental techniques of constructing orthographic projection drawings all while looking as to how these constructs drive design intentions and ideas. By examining and comprehending the fundamental principles present in relevant precedents, students will have the ability to make informed choices about the incorporation of such principles into architecture and urban design projects. The reciprocity between designing and drawing in plan, section, elevation, and paraline will be uncovered as well as the representational aspirations and strengths of each drawing type. Through analysis projects of varied scale and increasing complexity, students will address fundamental lessons of geometry, proportion, scale, formal organization, spatial definition, light, sequence, movement, and the related disciplinary paradigms of architectural design. The study of these disciplinary concepts and relevant design precedents will focus conceptual and critical understanding and develop the ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Design processes are intended to advance technical skills, awareness of spatial conventions, and, most importantly, to simulate critical thinking and creativity by interpreting and reimagining architectural systems.

Students will develop the ability to use drawings and physical models to not only conceive, organize and develop habitable, three-dimensional space, but to participate in the disciplinary tradition and evolution of architectural representation.

In each design problem, diagrams and digitally produced orthographic drawings will be the primary instruments of design inquiry and the iterative development of formal solutions. Physical models (interim design studies and refined.

1 Milton S.F. Curry, "Message from the Dean," USC School of Architecture, https://arch.usc.edu/deans-message.
final versions) will support visualization and testing of ideas in three dimensions. Students will develop refined graphic and verbal presentations to successfully communicate their design intent for each project.

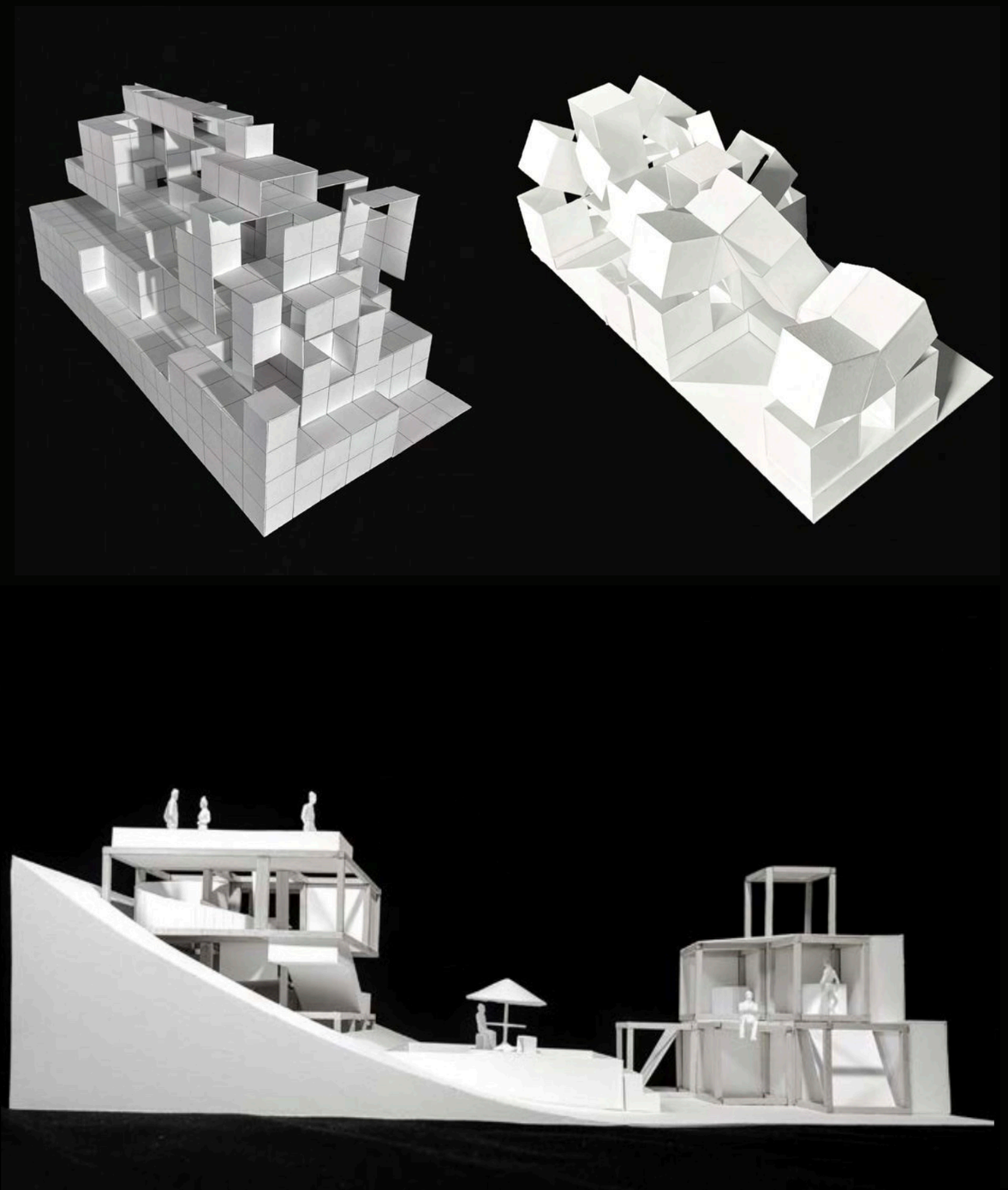
First Year Shaffer Lutsko Studio, Dec 2021.

First Year Final Review, Dec 2021.

STUDENT WORK

First Year Students Reed Wilson, Mira Singh and Leyla Akgedik

Topic: Formal Analysis, The Cube
Site: Venice, Los Angeles
Program: Dwelling for Live and Work

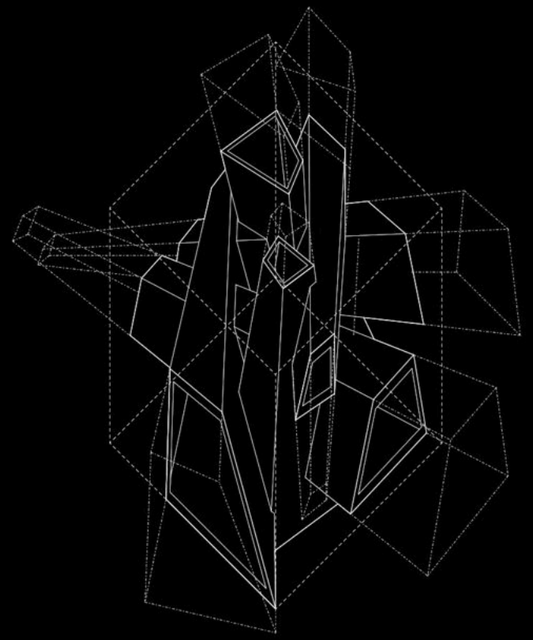


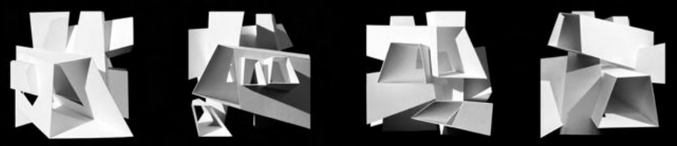
STUDENT WORK

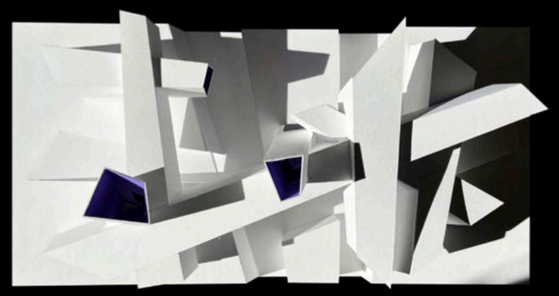
QUADRILATERAL

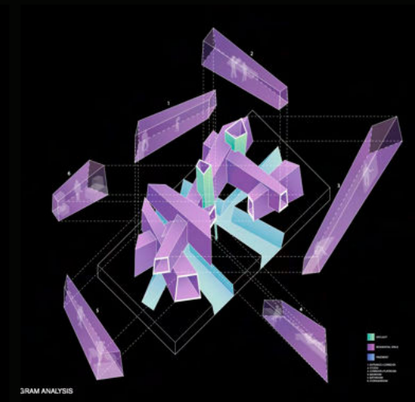
First Year Student Xinghan Zhang

Topic: Formal Analysis, The Cube
Site: Venice, Los Angeles
Program: Dwelling for Live and Work



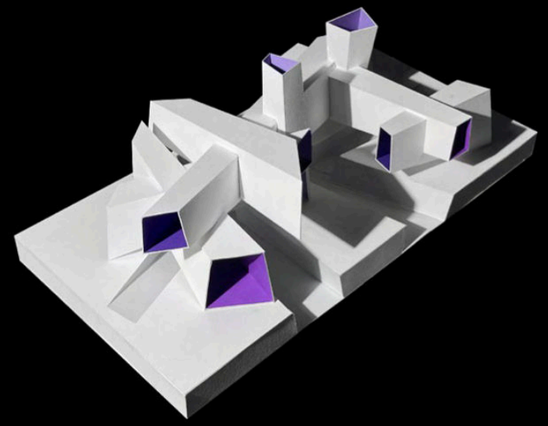


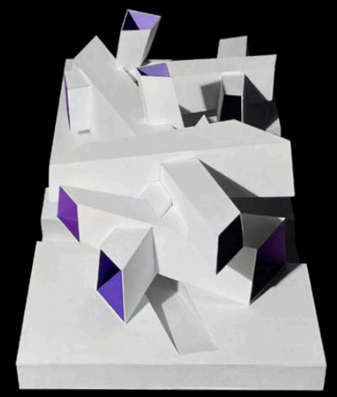


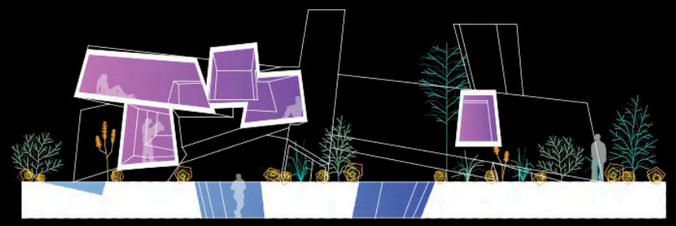


3RAM ANALYSIS

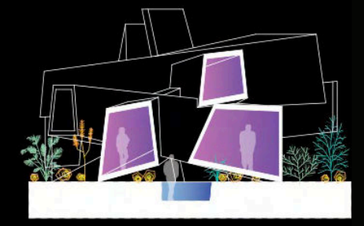
I enjoyed how we were encouraged to develop our ideas and discuss them. This course helped me improve a lot of skills such as model building, software and workflow. By the end of the semester, I feel as though I have significantly improved my ability to communicate design concepts and my professor challenged me as well as gave really good positive criticism of the project that encouraged us to achieve more. *- Xinghan Zhang, FA21*





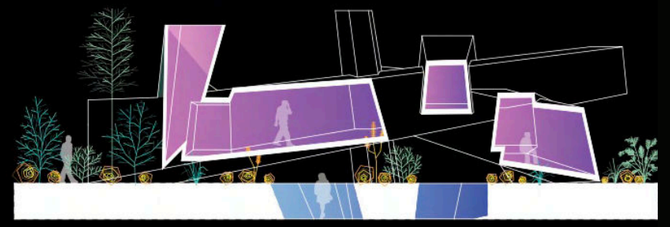


SECTION AA



SECTION CC

SECTION DD

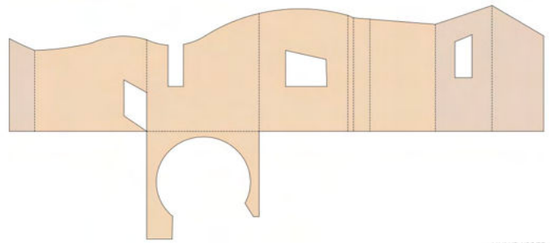


SECTION BB

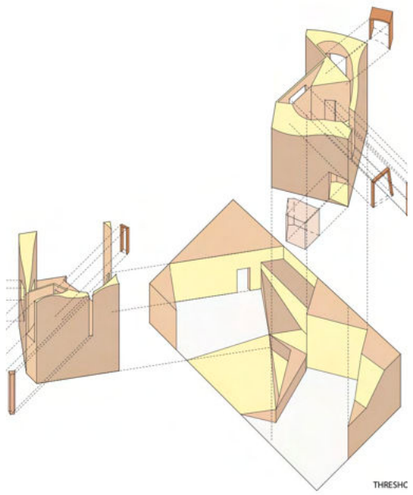
STUDENT WORK

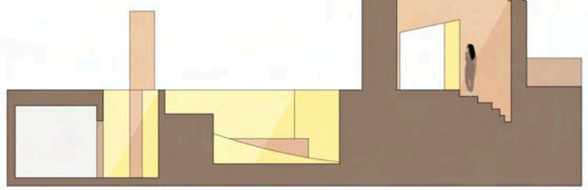
INVERTED GEOMETRIES

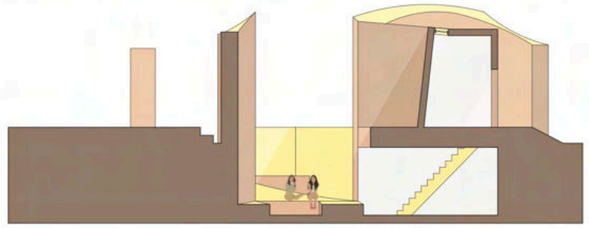
First Year Student Subrina Kuo
Topic: Formal Analysis, The Cube
Site: Venice, Los Angeles
Program: Dwelling for Live and Work



UNWRAPPED ELEVATION ANALYSIS







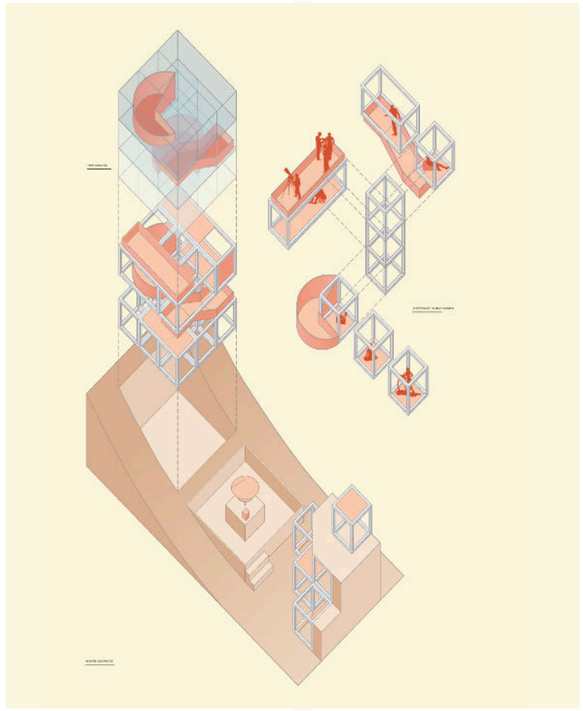
THRESHC

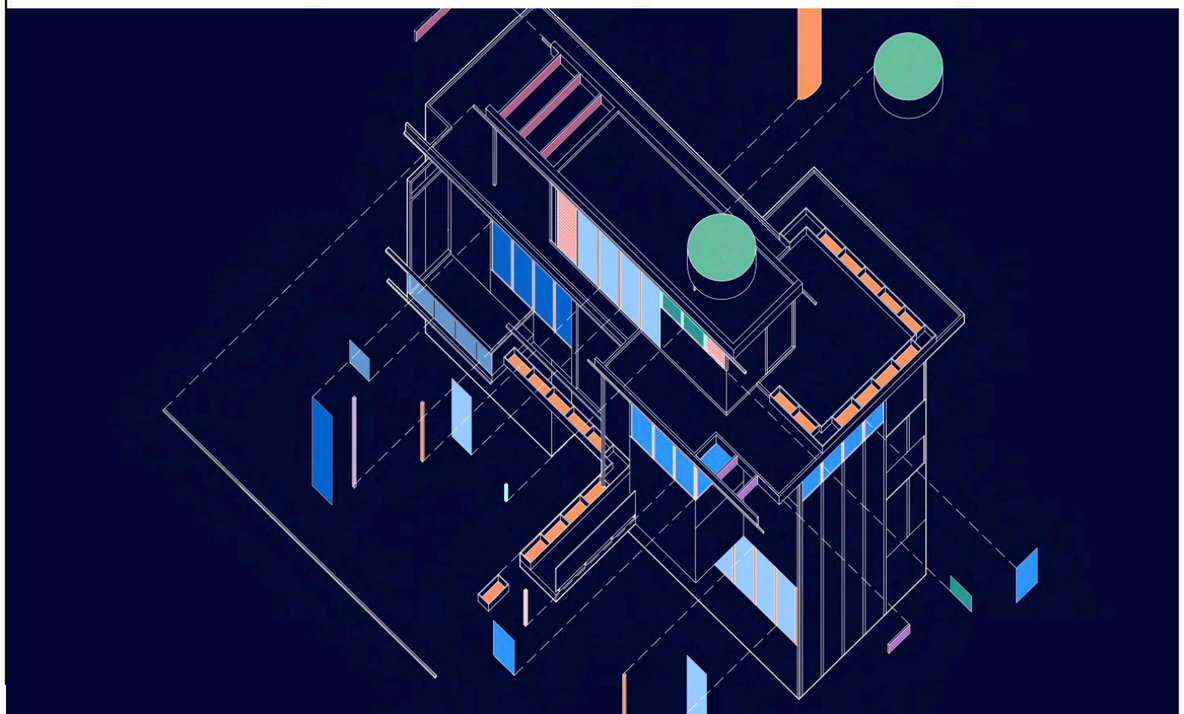
SECTION AA & BB

NORTH ELEVATION

EAST ELEVATION

A dwelling space with a working area and a residential area. Two inverse structures created through the intersection of two volumes. *- Subrina Kuo, FA21*





BERLIN TEMPORARY STRUCTURES

Course | ARCH 403: Advanced Design III (Berlin) (5 credits)
Type | UG Advanced Topics Studio
University | Pratt Institute
Location | Berlin, Germany
Faculty | Dagmar Richter and Gillian Shaffer
Date | Summer 2015

Studio Description:

Berlin today is remarkable -- even amongst European cities -- in its experimental use of public space that broadens the traditional notion of city and suggests innovative, contemporary solutions for place making. The Love Parade, Tresor, Cafe Moskau, Bar 25, Temporary Gardens and Lange Nacht (where museums, governmental buildings, and science labs are open to the public offering special events throughout the night), soccer rave parties (especially the last Brazil Soccer World Cup), Olympic Game viewings, New Year's nights, Open Berlin Film Festivals and other innumerable public events comprise an ever-changing unparalleled urban spectacle in Berlin. Berliners love their public space and are not afraid of the public. To the contrary to US Americans who are afraid of the public and are used to navigating an essentially militarized public space, Berliners flock to crows. They reorder our perception of the city and its institutions and democratize the urban condition.

The task is to design small urban incubators that provide support for neighborhood film screenings, different pop-ups, temporary restaurants, bars, viewing spaces, and parades for a novel appropriation for the user as a cultural producer. The design project shall offer an alternative space for public engagement in relationship to film, theater, art and music viewing, festival programs and the rituals that are related to it.

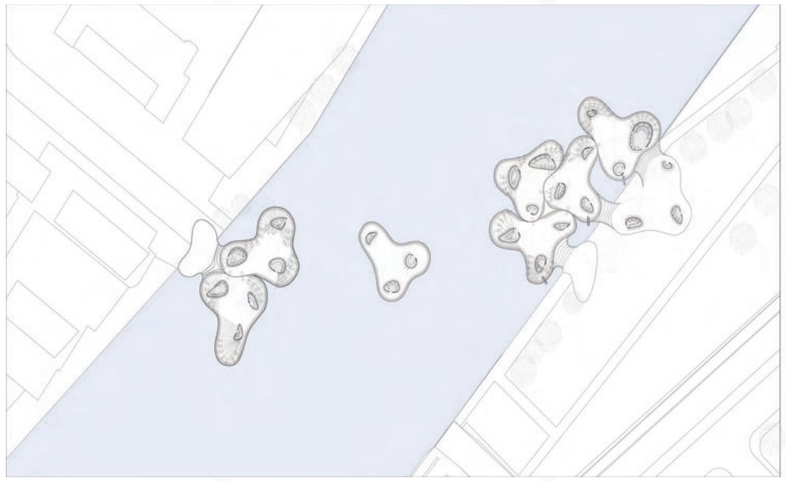
Pratt Berlin Final Review, Aug 2015.

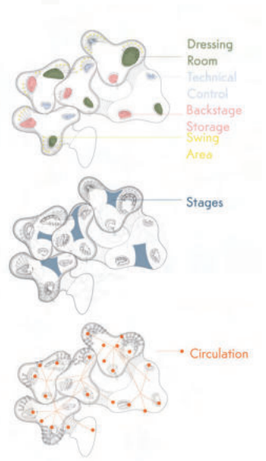
Pratt Berlin Studio, July 2015.

STUDENT WORK

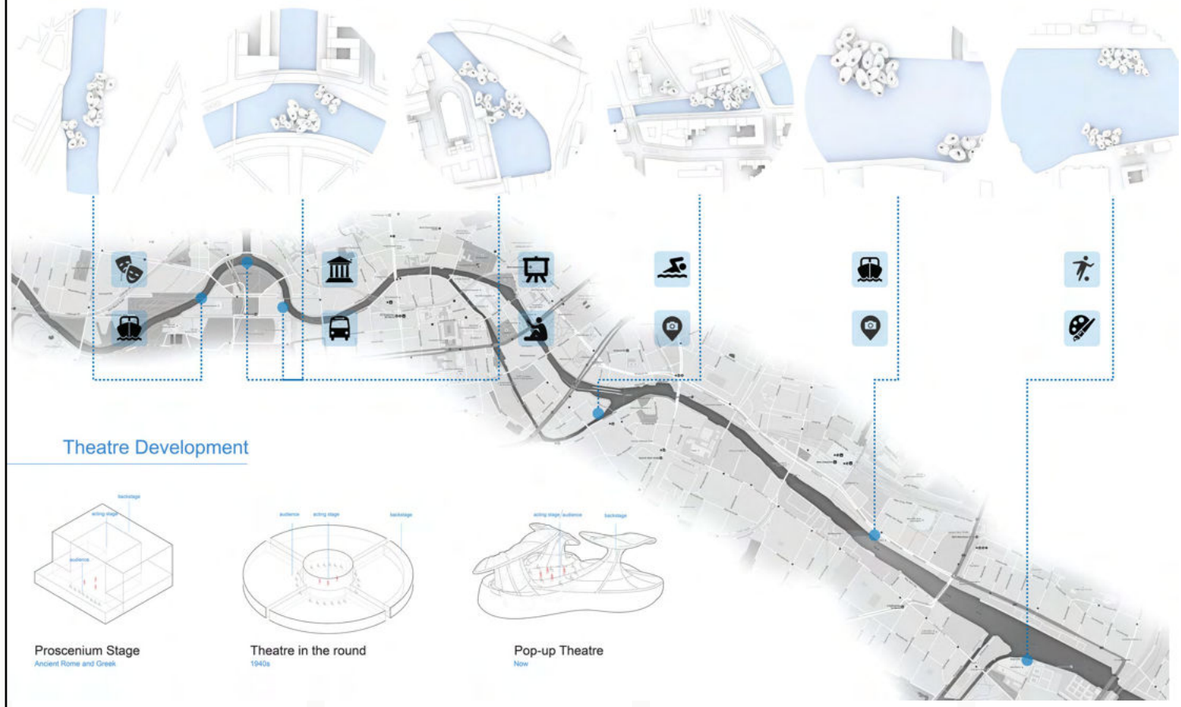
POP-UP THEATER

Undergraduate Students Yi Sun and Nicky Zheng
Topic: Temporary Structures
Site: Spree River, Berlin, Germany
Program: Public Space, Theater





Inspired by the interactive work of theatre, we believe that every day and every second in our life can be and will be interacted with other people's life. We are trying to create a pop-up network along the Spree River to attract people engaging with the urban boundary between water and land with the help of temporary structures. The main idea is to create a new type of theatre that is adaptable to various conditions throughout the year. Sunlight, weather, and currents organize the floats. -Yi Sun, Summer 2015

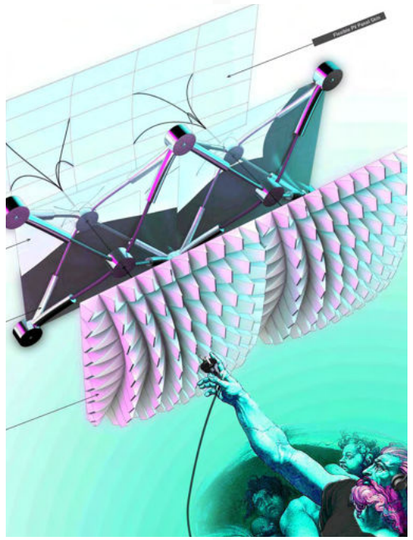


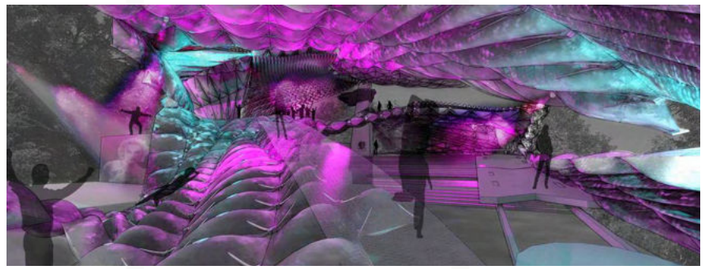
STUDENT WORK

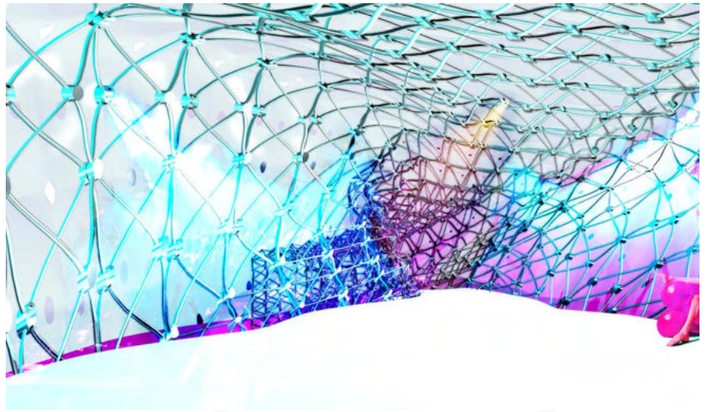
TECHNO-SCHALTUNG

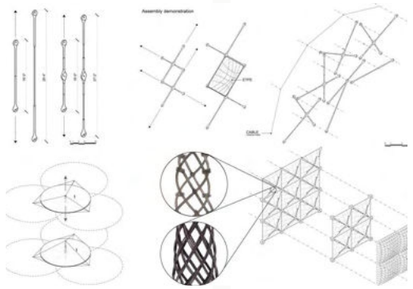
Undergraduate Students Michael Tingen, Junngu Kim, and Chia Wei Lee

Topic: Temporary Structures
Site: M10 Tram line, Berlin, Germany
Program: Public Space, Music Venue









Techno Culture Circuit creates a series of mobile, adaptive venues which provide egalitarian access for the production and presentation of techno and experimental audiovisual art. This inflatable space create spatial, acoustic and visual conditions, all of which are subject to the desires of the occupants. The architecture, which appropriates itself about Berlin's extensive street tram network, can take up temporary residences in wide range of voids within the urban fabric of Berlin. *- Michael Tingen, Summer 2015*