A PROGRESSIVE SCHOOL OF PERFORMING AND FINE ARTS
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Acknowledgement

Because of the support and encouragement of my family and friends, this thesis project is the culmination and final step towards my first professional endeavor. Those personally responsible are my father and mother whose belief in me has always been positive. Also my close affiliation and camaraderie with Troy Palermo, John Winiger and Ty Cole who have put up with this for just as long. And especially for Teresa Huffman for her understanding and strength.
This thesis proposal represents one school year of research and design. Although it portrays only the major results from quarters, it is by no means the totally designed facility. This brochure offers an individual view of what a Progressive School of Performing and Fine Arts should represent.
This thesis project is the development of an original proposal for the campus at Ball State University. The project involves the creation of a Progressive School of Performing and Fine Arts. At this time, the performing and fine art disciplines that I have chosen to be incorporated into my school are located in separate areas on campus. Therefore, the major impetus for this thesis project lies in a philosophy of greater creativity and production of art while being associated with and exposed to other disciplines of art. The five major disciplines include: Music, Theatre, Dance, Fine Arts and Architecture.

Ideally, the most logical way to design the new school would be to locate the different schools all within physical proximity to one another. While not all of this would be possible, the more the better. The audible and visual senses would provide the most stimulation. Therefore my design was to allocate and produce an atmosphere where this was realized.

In the final design solution, a major plaza area which is surrounded by the five disciplines acts as the total unifying element for the complex. As a commons area which serves the schools, it also draws the schools together in a formal and philosophical yet non-physical way. The clustering and organizational plan of the building is based on hierarchical, climatic, circulatory and functional patterns. The common vocabulary of forms, rhythms, materials and patterns is to enforce the total unifying concept which served as the origin.
Since the project began at the start of the year, its program and elements have changed quite drastically. The initial building was to contain facilities for an entire University School of Fine Arts in both undergraduate and graduate areas of study. It was also to contain a small shop which would supply the art students with supplies at a discount, a Museum and possible physical connection to the existing College of Architecture and Planning.

Upon brief research and discussion, a central location to the campus and completion of the new quadrangle seemed more logical. The next stage of the thesis was its justification. This proved to be an important issue. The University already has a school of Art and a bookstore, so would this be a duplication of an existing situation? After much debate and discussion a decision was made. Since an Art School already exists, another school would be duplication and “fantasy”. The next step was whether or not to switch sites or develop another building type. I chose to continue with a similar building type but alter the program in such a way as to produce a multi-disciplined school of the "Arts". This progressive school would contain five areas or disciplines of art, pull them together and create an environment in which a totally new stimulation could occur. They include: a Fine Arts program; a Performing Arts program; a Theatre program and an Architecture program. A small shop with University services, community amphitheatre, art museum and exterior shops would be included.
The selection of my thesis began during the summer between my 4th and 5th year in undergraduate studies. While taking a ceramics class to complete my art requirements, the idea of producing a new School of Art for Ball State University was realized. My art professor was interested and agreed to help me in every way possible. This new school would replace the old school because of its lack of facilities, new curricular programming and because of its location away from the other art disciplines.

My basic goals for this project consist of many ideas and items that I feel need to be expanded and improved upon. The first major goal I feel committed to is being satisfied with development of this project upon its completion. I know that not every situation or problem will be resolved but I do know that projects can be worked until you feel that the space created was thought about. The second major goal of this thesis is to create an outstanding set of working drawings, model and book which will sell myself as being a capable designer.

I would also like to produce a building type which says something about my design philosophies and progressive attitudes in architecture. I hope that a lot of these goals are actualized in this year and project.
The general scope of this project is to produce and develop the major organizational and functional requirements for a complex including Performing and Fine Arts in the campus context. Development will include the design of each major school discipline, the development of a plaza and supporting area in which the architecture is to function and an aesthetic building which serves the campus in a manner which holds to the values of my design philosophy.

Some of the minor areas which were considered in this project and will be described below include: site development, facility programming, programmatic parti's, history, goals, organizational data, space requirements, spatial relationships, building and exterior criteria, building type analysis, spatial analysis, design approach, philosophy, macro-micro concepts and final design.
CULTURAL AND SOCIAL CONSIDERATIONS

Ball State University is a state funded school with a large foreign student population. The majority of students are from Indiana. Being a former Normal school, the University is considered a school for the handicapped. Most of the area and buildings are handicapped accessible.

The social considerations for this project include a campus setting in the midwestern United States. Located in Muncie, Indiana, the considerations are quite conservative in just about every aspect of life. The macro social considerations place the new building on an edge of the campus but in the construction of the new central quadrangle. The site is also located in a strategic point between the newer dormitories and the older educational buildings. Bounded on the west by an expensive residential area, the east by a major north-south street which connects the campus together, the north by the new CME building and on the south by the Teachers College and Applied Arts parking lot.
USER GOALS AND REQUIREMENTS

This project will try to establish the basic goals that one would hope to achieve by attending this school of Performing and Fine Arts. The first item is the direction one would take upon graduation from this school. It is the intention that the student would gain an appreciation and understanding from the large exposure he or she had to the different arts. It is also intend that the student would be better able to perform as an artist because of the variety introduced. As for becoming a generalist, the student would always be capable of immense and intense study in his or her field. This is what the philosophy of the school is about - to train a student to become selfactualized while at the same time to be unlimited in the learning environment.

The requirements that a student or user would need are: high intelligence, high motivation, creative capabilities, talent and optimism.
Currently the project is defined as an Experimental or Progressive School of Performing and Fine Arts. The users for the building would include a selected group of undergraduate students wanting a professional degree in a specific field but willing and wanting to expand and learn in an environment in which the other arts were being performed and created. This form of learning would permit the student who has determined his major to experience other areas of art in order to understand what it is that he or she is accepting. This theory of learning considers the "generalist" being superior to the "specialist". In order for one to learn this way, they must be taught this way. Therefore the artist who is capable of understanding all areas of his or her field would be the most competent teacher. This would create more experimentation, more input, more forms of release and greater flexibility. A general administrative organization in which everyone was equal would be required. A faculty-administration relationship would require much attention, cooperation and participation.
ASSUMPTIONS IN PROJECT

The first major assumption that I confronted with was the allocation of space by the University to build a Progressive School of the Arts. The assumption is, that the new school will provide a new form of learning environment the University does not have at the present time. Therefore, no space will be required from the existing schools around campus. The new school will be a separate entity but connected in administrative and educational ways to the existing schools.

The second major assumption in this project is the allocation of money for such a school. Costs for the total building were estimated at about seven million dollars.
SITE SELECTION AND CHARACTERISTICS

Selection of the site for my school involved considering three sites on the Ball State campus. The first site is located directly north of the existing CAP. This site was originally chosen because of its close proximity to the architecture building and northern part of campus. Direct connections to the architecture building were originally intended because only an art school was contained in the program. The other alternate site was directly north of the new Computer Math English building. This was only an alternative to the first site. After programmatic changes, a third site was considered. This site is located south of the new CME building. Its position would provide for the completion of the "new" quadrangle and provide a completion to the pedestrian link between the "old" quadrangle and new dormitory node. The four houses that exist on the new site would eventually be razed for the new school. Currently three of the four houses are owned by the University. The fourth house is in the process of being acquired. Because of its prime location in regards to the new quadrangle, circulation paths and northern campus location, this was the site I choose.

Site characteristics include a residential area to the west with heavy trees and low vegetation providing a visual block as well as privacy. A pedestrian path runs adjacent to the west edge and is used quite extensively by students. As the new CME building is completed a circulation path will be formed. It will extend from the middle of the north boundary across the site to the southwest corner. The site slopes from the north to south. Drainage runs down towards the south. On the north boundary the new CME building will be landscaped and paved for circulation very similar to that which exists in front of Whiting Business Building and Bracken Library. The east boundary is composed of small residential houses and spotted vegetation with some selected large trees. McKinley St. also runs between the site and central quadrangle area. Heavy pedestrian circulation, campus vehicular traffic and bus routes utilize McKinley St. On the south boundary an existing parking lot with a large electrical substation is located just on the other side of Berwyn St.
The site upon which the building will stand must consider the residential area directly to the west. This is very important. Considerations to the proposed long term pedestrian mall on McKinley street between Riverside and Petty street is also important. The pedestrian path to the west which is a vital link must not be ignored! Service must be handled in a very delicate and unobtrusive way.
The master planning for University traffic patterns, parking, future buildings and pedestrian parks or alley malls are quite sketchy at the present time. Since there is no Director of Planning for the University, Rundell Assoc. of Muncie are currently doing the major planning. The McKinley mall is scheduled and planned to be reviewed by University Senate. Parking is a large consideration which the University is debating. After the parking lot is removed from the new quadrangle, a large garage is scheduled or planned to be built west of the gym. It is very close to the existing garage south of Noyer Complex. The majority of new planning is directed toward the north end of campus and probably will continue in the future.

Community involvement in my school will constitute a large part of programmatic consideration. The large lecture halls, Art museum, Theatre and studios will draw and provide evening shows directed toward the community and student population.

early concept of plaza
The location of the new school in regards to campus orientation is situated between two smaller nodes of the campus and adjacent to the largest campus node which is being developed into the "new" quadrangle. It is on direct path between the two smaller nodes. The school has a definite relationship with the other buildings on campus. The most important relationship is that with the newly developing quadrangle. Its completion will nearly complete the formation of an enclosed court area similar to the old quadrangle. Because of the activities in my program, the building is situated in an ideal area. The individual departments are all about the same distance away from the new school. Also in close connection is the main library and the new CME building.

Site patterns will be a very strong consideration in developing the design for this school. With pedestrian circulation as the major site patterns to be considered and service access as second, topography will be no problem because of its slight slope.
Building accessibility involves a number of different areas of concentration. The first area is pedestrian accessibility. After all the school is built to further the education on the students who enroll in the college. Located in the heart of the campus and between the major pedestrian nodes, the question of pedestrian circulation is vital. The entire site is bound by circulation, therefore it will be a major consideration. Service accessibility is also a major consideration because of all the different types of activities that exist in the project. Since the site is bound by McKinley on the east and is a major street with a large amount of pedestrian circulation and faces the new quadrangle space, service will most likely come from Petty and Berwyn St. and into the site. Fire and police access are no problem. Handicapped access will be provided throughout the building to keep with the policy at Ball State University.

The school is located adjacent to a strong residential zone which has existed for some time. A soft and small scale consideration is important to the residents of this neighborhood. A University zoned building is always an important situation to deal with.

Currently Ball State University buildings are composed of red brick and limestone. This accounts for a majority of the campus. Other materials are used but not recommended. Therefore the materials chosen for this project include brick, limestone and gray block stone. Exterior plaza materials include granite steps, concrete paving and curbing.
CLIMATIC CHARACTERISTICS

The climatic characteristics of the site and area in general are as follows:

Average Summer Temp.......76°F
High Summer Temp.........97°F
Average Summer Precip......medium
Summer Humidity Range.....70-90%
Summer Winds...............12mph
Summer Sun Angles.........72°

Average Winter Temp.......37°F
Low Winter Temp...........2°F
Average Winter Precip......high
Winter Humidity Range.....60-70%
Winter Winds...............12mph
Winter Sun Angles.........24°
Facilities
FACILITY REQUIREMENTS

Facilities require a number of special considerations. The progressive school contains a wide variety of spaces and different activities requiring a number of different loading and receiving areas. This means complex delivery lanes and service areas will be needed.

The Music department will require a large open space for their practice of percussions and larger instruments. The Art department will require a selection of areas, one for the kilns which is isolated and a public entrance to the Museum. Ample area for an exterior amphitheatre will also be required for the Theatre department.

The University store and shops will require a position which allows for maximum usage. Faculty parking will also be required for the school. Approximately fifty parking spaces should facilitate the complex. The theatrical shows will require the use of the parking lot adjacent to the Teachers College and possibly the Lafollette parking lot.

The small restaurant facility will be a special facility located separate from the schools. It will be privately owned and operated to suit the needs of the students.
This is the major aspect for my design. The spatial orientations and relationships of differing art studios and hall to one another is the one dynamic concept that will bring excitement to the school and provide for an environment that is new and progressive. By arranging the spaces in layers which provide views from one art discipline to another, it is intended to promote an appreciation of the other arts and also a stimulation which would produce greater and wider variety of works.

The orientation of departments and their connections will depend upon the similarities in the programmatic requirements, possible stimulus environments, site locations and topography, student requirements, accessibility and climatic conditions.

Specific organizational relationships include the concept of the open plaza area located between the art disciplines. Because of its paramount location and importance, the plaza becomes the master organizing element. One which art students, general students, staff and faculty and community can share and feel comfort and inspiration on a harmonious level.
DEMOGRAPHIC ANALYSIS

The study of population in regards to size, density, distribution and vital statistics for this project is currently a quick analysis.

After a discussion with Dr. Rubin, the Dean of the College of Fine Arts, the number of students and faculty are:

- 1500 students with majors
  - 75 faculty members

Approximate departmental breakdown of the total number of students and faculty are:

<table>
<thead>
<tr>
<th>Department</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>900 students</td>
<td>45 faculty</td>
</tr>
<tr>
<td>Art</td>
<td>450 students</td>
<td>25 faculty</td>
</tr>
<tr>
<td>Theatre</td>
<td>150 students</td>
<td>10 faculty</td>
</tr>
</tbody>
</table>

Possible student enrollment for the new school would be about 15% of the existing colleges:

<table>
<thead>
<tr>
<th>Department</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>150 students</td>
<td>10 faculty</td>
</tr>
<tr>
<td>Art</td>
<td>400 students</td>
<td>25 faculty</td>
</tr>
<tr>
<td>Theatre</td>
<td>25 students</td>
<td>5 faculty</td>
</tr>
<tr>
<td>Dance</td>
<td>50 students</td>
<td>5 faculty</td>
</tr>
<tr>
<td>Architecture</td>
<td>20 students</td>
<td>3 faculty</td>
</tr>
</tbody>
</table>

Total students.....645
Total faculty.......48
This project is basically an educational development. The subject of energy and its importance on the buildings of today is great. Although my major goal is not to make this an energy conscious project, it will be considered. The ideas of incorporating energy efficiency is more wide spread than just adding solar collectors to the roof of a building. The selection of materials, building construction, environmental considerations, efficient design and systems are more important. It is a total building that is energy efficient and not those with solar appendages.
Objectives
DESIGN OBJECTIVES

This is a list of my current design objectives that will attempt to be incorporated into the final design solution.

To create a sense of space which is consistent throughout the entire complex. This is to be done by using consistent forms, materials, vocabulary of parts, patterns of design and response to the user.

To develop an overall harmony among the buildings which shows consideration to all factors in the design process.

To produce a setting in which the building will be equally compatible. This is an important issue that must be addressed and not left as an afterthought.
PROJECT OBJECTIVES

The following is a list of the objectives that I attempted to satisfy in the final design solution:

Integrate a complex network of pedestrian circulation into my project and be as sympathetic as possible.

Utilize and contribute to the idea of a college network of building relationships.

To design and provide an area of intellectual stimulation through advanced exposure to different disciplines in the arts.

Develop an educational system which provides a generalist attitude toward learning skills and appreciation as opposed to the specialists.

To integrate and provide college level activities with community based activities.

To develop an attitude of open and interrelated education of the arts by constant exposure to various disciplines.

structural and elevation study
BUILDING CRITERIA

FUNCTION
Functional criteria for the complex involved an organization which best supports the arts and the plaza concept which I have designed. The five arts were chosen to represent the central building with major orientation to the quadrangle. Because of the Art schools strong relationship to the museum, a physical link on the second level is the only connection which is exemplified. This also serves as a formal entry point into the complex. The performing arts are located across the plaza from the five arts and are organized in a complex manner.

FLEXIBILITY
Building flexibility proves to be somewhat of a problem in the area of additional allocation of space to each department. Building additions could be located to the south of the complex. Interior flexibility is of quite extreme importance. The large span "domino" system provides for this. Exterior flexibility is also important to the students and community as well for functions inherent in the arts program.

CIRCULATION
The criteria used to determine circulation were existing paths and detailed analysis of future planning of the University. The location of new buildings, development of the new quadrangle and the shift of emphasis from a long linear accented campus to a centrally emphasized campus was of extreme importance. The plaza space created between the new complex offers extreme flexibility in student circulation as well as providing for areas of entertainment, relaxation and exhibit or sculptural areas.

SECURITY
The security of the complex is similar to those facilities which already exist on campus. Certain hours would determine the buildings accessibility and regulate the activity in the specific building. Museum security would be maintained at the highest level and be limited to regular school hours.
MATERIALS
The materials chosen for this complex compliment the surrounding university context. Introduction of the new stone material is a derivation of the large amount of exposed concrete in the newer buildings on campus. A clean and sophisticated selection of materials was apparent in the design because of the importance the complex makes to the community and its centrally prominent location to the new quadrangle.

DESIGN
Current building technology proves to be no problem in the actualization of this building. The design which was developed, considered these from a structural as well as an aesthetic point of view. The actual configuration of the design, its elements and vocabulary express a progressive and current state in my philosophy.
GENERAL
The overall view of the building and its surroundings would hope to create a more centrally developed campus. The apparent conflicting plaza space located on the interior of my building verses the larger plaza off the newly forming quadrangle, serves as a progression of space. The plaza serves as the public area for the complex. This was created from the removal of a central overbearing mass of an earlier scheme.

The progressions of space that lead up to the semi-public plaza were developed to interest the individual who approached. A pattern of continually more private areas was the emphasis along with a specific historical relationship to the Italian city square.

SERVICE
Service accessibility is to be provided to the complex from Petty St. behind the CME building. Service to the theatre is provided by a separate area. The other disciplines will have service provided by the underground area which links them together. This service entrance is located to the west of the dance and performing arts building. Additional service can be provided on the plaza level if required.

PARKING
The general question which shall continually confront Ball State University is adequate parking facilities. Present planning is virtually ridiculous and can only get better. A major parking facility would be required. The design development required vehicular access to the complex from any direction. I feel that this is accomplished. Parking facilities are located to the south of the complex in the Teachers College parking lot. Minimal parking for short term loading will be provided in areas adjacent to the major entrances.

LIGHTING, PAVING AND LANDSCAPING
This area of the design is in very close response to that of the existing designs for the newly developed quadrangle. Lighting details located closed to the ground would be utilized in the plaza area to eliminate unsightly poles. Similar paving patterns and forms would also be utilized. As for landscaping of the plaza and surrounding entrances, light and airy trees would be planted in the central space and more dense foliage would be located on the exterior. This would be to provide protection from severe winter winds and not for screening.
Philosophy
My design philosophy is centered around a structured pattern which deals with user, built environment and site. It is these three disciplines which develop, shape, organize and define the basic needs that a building type is subjected to. The architecture produced is the solution and answer to these needs and responses.

The most important element for me as the architect is the development and formulation of the needs into an architectural solution. At the present time this development and formulation consists of progressive attitudes, theory and materials. I believe that the theory and solution which result are the most important. Theory is the underlying motive which directs all the other areas to be shaped and determined in a project. This theory must consider and be responsive to the users of the space. If this is considered and dealt with, than an architectural space becomes a human space at the same time. This is the true meaning of architecture.

building entrances and relationships of bridges and deck area
PROFESSIONAL CONSIDERATIONS

This project will consider the thoughts, interviews and suggestions of the following people:

Prof. Stan Mendelsohn
Prof. Dan Woodfin
Prof. Charles Sappenfield
Dr. Marvin Reichel
Dr. E. Rubin
Dr. E. Strothers
Building Type Analysis
The following building types were utilized when I found myself confronted with a problem in the design process. Early concepts were derived from these existing examples and were used as a tool to learn from.
Program