

NJU SA 2017-2018

南京大学建筑与城市规划学院 建筑学教学年鉴

THE YEAR BOOK OF ARCHITECTURE TEACHING PROGRAM

SCHOOL OF ARCHITECTURE AND URBAN PLANNING NANJING UNIVERSITY

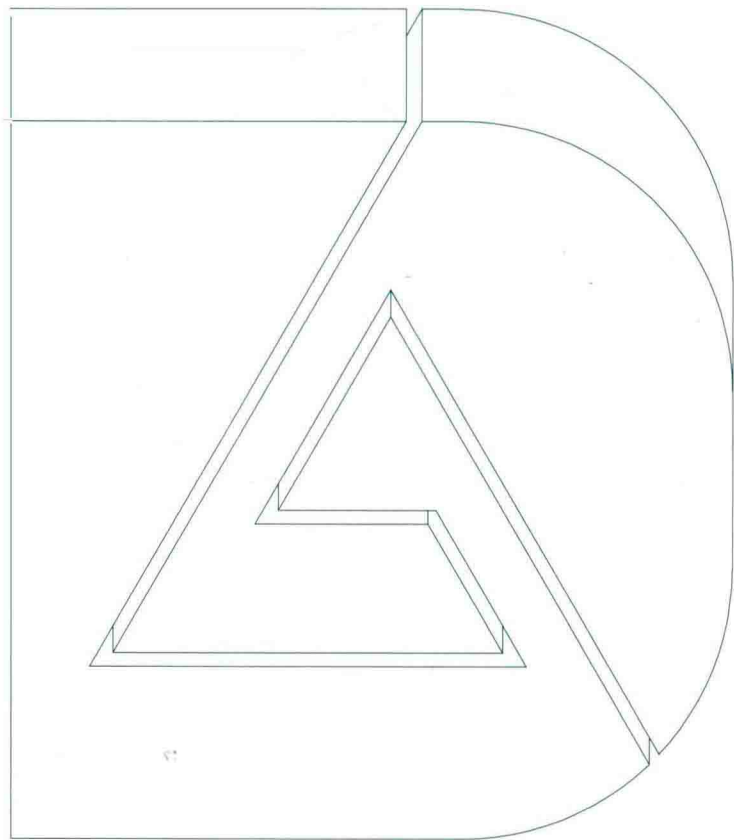
王丹丹 编 EDITOR: WANG DANDAN

东南大学出版社 · 南京 SOUTHEAST UNIVERSITY PRESS, NANJING



NJU SA 2017-2018

南京大学建筑与城市规划学院 建筑学教学年鉴
THE YEAR BOOK OF ARCHITECTURE TEACHING PROGRAM
SCHOOL OF ARCHITECTURE AND URBAN PLANNING NANJING UNIVERSITY
王丹丹 编 EDITOR: WANG DANDAN
东南大学出版社 · 南京 SOUTHEAST UNIVERSITY PRESS, NANJING



图书在版编目(CIP)数据

南京大学建筑与城市规划学院建筑学教学年鉴. 2017-2018 / 王丹丹编. -- 南京: 东南大学出版社, 2019.3
ISBN 978-7-5641-8300-4

I. ①南… II. ①王… III. ①南京大学—建筑学—教学研究—2017-2018—年鉴 IV. ①TU-42

中国版本图书馆CIP数据核字(2019)第024945号

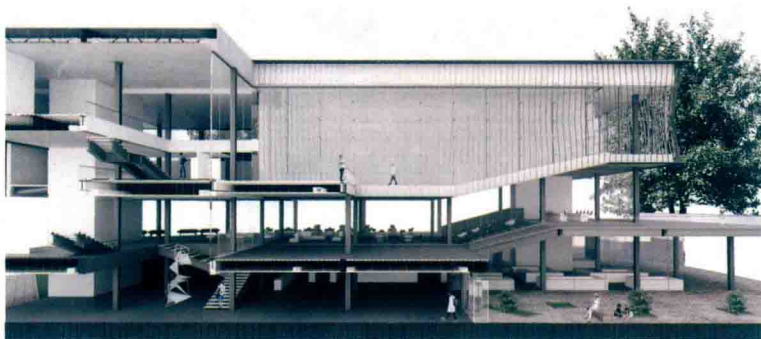
南京大学建筑与城市规划学院建筑学教学年鉴2017—2018
NANJING DAXUE JIANZHU YU CHENGSHI GUIHUA XUEYUAN JIANZHUXUE JIAOXUE NIANJIAN 2017—2018

编委会: 丁沃沃 赵辰 吉国华 周凌 王丹丹
装帧设计: 王丹丹 丁沃沃
版面制作: 陈予婧 李舟涵 李宏健 周子琳
参与制作: 颜晓程 陶敏悦
责任编辑: 姜来 魏晓平

出版发行: 东南大学出版社
社址: 南京市四牌楼2号
出版人: 江建中
网址: <http://www.seupress.com>
邮箱: press@seupress.com
邮编: 210096
经销: 全国各地新华书店
印刷: 南京新世纪联盟印务有限公司
开本: 787 mm × 1092 mm 1/20
印张: 10.5
字数: 433千
版次: 2019年3月第1版
印次: 2019年3月第1次印刷
书号: ISBN 978-7-5641-8300-4
定价: 75.00元

本社图书若有印装质量问题, 请直接与营销部联系。电话: 025-83791830

此为试读, 需要完整PDF请访问: www.ertongbook.com



1-129 年度改进课程 WHAT'S NEW



2

设计基础 (二)

BASIC DESIGN 2



52

本科毕业设计: 互动建筑原型数字化设计与建造

GRADUATION PROJECT: INTERACTIVE ARCHITECTURAL PROTOTYPE DIGITAL DESIGN AND CONSTRUCTION



16

建筑设计 (二): 独立居住空间设计

ARCHITECTURAL DESIGN 2: INDEPENDENT LIVING SPACE DESIGN



60

本科毕业设计: 意大利旧建筑改造设计

GRADUATION PROJECT: RESTORATION OF HISTORIC ARCHITECTURE IN ITALY



28

建筑设计 (三): 乡村小型家庭旅馆扩建

ARCHITECTURAL DESIGN 3: EXTENSION OF A COUNTRY HOUSE AS HOLIDAY INN



38

建筑设计 (五+六): 城市建筑: 大型公共建筑设计

ARCHITECTURAL DESIGN 5 & 6: URBAN ARCHITECTURE: COMPLEX BUILDING



147—197 附录 APPENDIX

147—159 建筑设计课程 ARCHITECTURAL DESIGN COURSES

161—163 建筑理论课程 ARCHITECTURAL THEORY COURSES

165—167 城市理论课程 URBAN THEORY COURSES

169—171 历史理论课程 HISTORY THEORY COURSES

173—175 建筑技术课程 ARCHITECTURAL TECHNOLOGY COURSES

177—189 回声——来自毕业生的实践 ECHO—FROM PRACTICES OF GRADUATES

191—197 其他 MISCELLANEA



72

研究生国际教学交流计划课程
THE INTERNATIONAL POST-GRADUATE TEACHING PROGRAM



112

建筑设计研究（二）：多层木结构建筑设计
DESIGN STUDIO 2: DESIGN OF A MULTI-STOREY TIMBER
STRUCTURE BUILDING



122

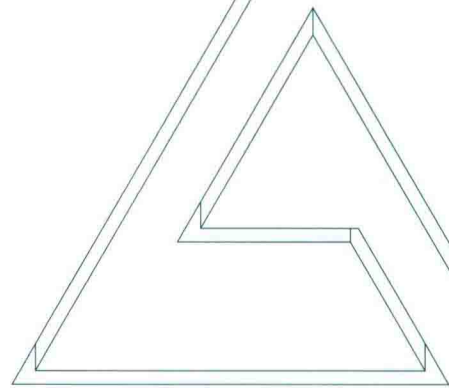
建筑设计研究（三）：异质类型：建筑、基础设施和地景（1）
相地
DESIGN STUDIO 3: HETEROTYPE: ARCHITECTURE,
INFRASTRUCTURE, LANDSCAPE (1) SITE DESCRIPTION



130

建筑理论课程：“建筑史方法”与李渔的《十二楼》
ARCHITECTURAL THEORY COURSES: “ARCHITECTURAL
HISTORY METHODOLOGY” AND LI YU'S TWELVE PAVILIONS

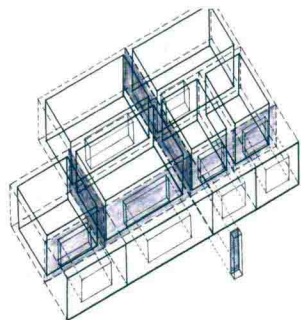
年度改进课程
WHAT'S NEW



设计基础 (二)

BASIC DESIGN 2

鲁安东 唐莲 尹航 孟宪川 黄华青



教学内容

- (1) 采用课内多模块选修制度。整个课程分为3个阶段，每个阶段时长5周。
- (2) 学生分成A班（小班）和B班（大班）。A班每班20人，共2个班，采用设计教学（studio）的动手实操形式。B班1个班，60~80人，采用大课授课（lecture）形式。
- (3) A班共有6个教学模块（每阶段2个），A班学生在学期期间共选修其中3个模块。6个模块为不同的设计练习，具体内容由教师进行设计。

教学要点

(1) A类模块

本学期的6个A类教学模块突出美学素质培养和设计思维训练，重在培养设计感和设计兴趣，可包含适量动手环节，但不宜强调技术训练和工作量。各模块应富有趣味，特色鲜明，成果明确。

A类教学模块主要内容为 感知：培养感受与思维的协同，包括对空间的感受、对身体的感受、对氛围的感受等；表达：培养表达与思维的协同，掌握不同媒介、可视化手段，让学生具备运用表达手段进行想象和思考的能力。

(2) B班

B班由16次大课构成，由4位老师分别完成。内容为建筑学介绍、建筑鉴赏、建筑历史等带有通识性质的讲课。16次大课中：第1周为课程介绍，2~15周为讲课，另有1周为A班和B班集体汇总成果展示（评A班成果）。

教师工作量

每位教师可选择教授2个A模块+2次大课，或者1个A模块+5次大课。

Teaching Content

- (1) A multi-module elective course system in the class is implemented. The entire course is divided into 3 phases, each of which lasts 5 weeks.
- (2) The students are assigned into Class A and Class B. Class A has 2 classes, each of them containing 20 pupils. A studio classroom featured with hands-on activities and active learning is adopted in Class A. Class B, which has a capacity of 60~80 pupils, adopts lectures as a teaching method.
- (3) Class A has 6 teaching modules (2 for each phase. Among which 3 of them are required by pupils of Class A as elective courses during the semester. The 6 modules are studio practices distinct from each other, and specific contents of these modules are to be designed by the instructor.

Teaching Essential

(1) Modules used in Class A

The 6 Class A teaching modules of this semester highlight the trainings on aesthetics and design thinking, focusing on cultivating inclination to design as well as interest in design, which may include appropriate operational procedures, without putting too much emphasis on technical training and workload. Each module should be designed interesting, distinctive and with a clear goal.

Main contents of Class A teaching modules include: Sensing: Cultivate the synergy between feeling and thinking, including the feeling of space, the feeling of the body and the feeling of the atmosphere; Expressing: Cultivate the synergy between expression and thinking, and the ability to manage different media and visualization methods, empowering the students the ability to imaging and thinking by means.

(2) Class B

Class B consists of 16 lectures, to be assigned to 4 instructors. The content of the lectures is on general knowledge such as introduction to architecture, appreciation of architecture as well as history of architecture. Among the 16 lectures: the course in Week 1 is the introduction to the course, the main courses are in Week 2~15, and an achievement showcase course for Class A and B is in the last week (achievements of Class A will be evaluated).

Instructor Workload

The instructors can each choose to teach 2 A modules and 2 lectures, or 1 A module and 5 lectures.

感知 (转化能力训练)
5周 (个人作业)

A1 鲁安东 电影空间



A2 唐 莲 度量空间

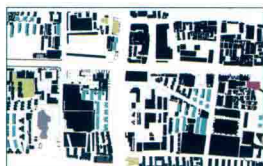


A3 黄华青 书写空间



分析 (制图能力训练)
5周 (个人作业)

B1 尹航 城市空间认知



B2 黄华青 日常空间 (聚落) 认知



B3 孟宪川 材料空间认知



创造 (动手能力训练)
5周 (小组作业)

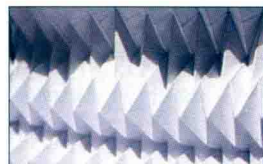
C1 鲁安东 尹航 园林剧场



C2 孟宪川 结构造型



C3 唐 莲 折纸包裹



介绍课 (建筑: 鲁安东)

古镇游 (规划: 申明锐)

园林游 (建筑: 鲁安东)

作业展

A3: 书写空间

A3: WRITING SPACE

黄华青



教学目标

培养基于历史文本的美学鉴赏和空间想象能力。

教学内容

“书写空间”模块从明清文人生活典籍出发，引导学生在园林、建筑、艺术、器物之间感受传统生活美学，培养基于历史文本的美学鉴赏和空间想象能力。教学过程历时5周（含评图1周），包括3个练习：

- (1) 独立完成一组园林空间观察和文本转换；
- (2) 两人一组，提取园林场景的一个美学元素，结合典籍进行鉴赏分析；
- (3) 四人一组，基于描述文人生活场景的文本，完成一件场景空间的拼贴作品。

教学进度

第一周：讲课：《长物志与文人生活空间》，针对《长物志与文人生活空间》的空间描述文本，进行翻译、解读、转译。

第二周：讲课：《园林空间美学的元素》。

第三周：讲课：《场景模型的制作》。

第四周：(1) 汇报模型制作方案；(2) 指导模型制作。

Teaching Objective

Cultivate historical text-based aesthetic appreciation and space imagination ability.

Teaching Content

“Writing space” module starts from the living records of literati in Ming and Qing dynasties, guides students to feel traditional aesthetics of life in garden, architecture, art, utensil, and cultivates their historical text-based aesthetic appreciation and space imagination ability. The teaching lasts for 5 weeks (including 1 week of drawing evaluation), including 3 exercises:

- (1) Independently complete a group of garden space observation and text conversion;
- (2) Two students in a group, extract an aesthetic element from garden scene, combine with historical records for appreciation and analysis;
- (3) Four students in a group, based on text that describes living scene of literati, complete a collage work of scene space.

Schedule of the Design

First week: Lecture *Treatise on Superfluous Things and Living Space of Literati*, translate, interpret space description text in *Treatise on Superfluous Things and Living Space of Literati*, and translate into a text.

Second week: Lecture: *Aesthetic Element of Garden Space*.

Third week: Lecture: *Making of Scene Model*.

Fourth week: (1) Report model making plan; (2) Guide model making.

阁

作房闾者，须回环窈窕；供登眺者，须轩敞宏丽；藏书画者，须爽垲高深。此其大略也……阁作方样者，四面一式。楼前忌有露台卷篷，楼板忌用砖铺。盖既名楼阁，必有定式。若复铺砖，与平屋何异？

玉兰

宜种厅事前，对列数株。花时，如玉圃琼林，最称绝胜。别有一种紫者，名木笔，不堪与玉兰作婢，古人称辛夷，即此花。

堂

堂之制，宜宏敞精丽，前后须层轩广庭，廊庑俱可容一席。四壁用细砖砌者佳，不则竟用粉壁。梁用球门，高广相称。层阶俱以文石为之，小堂可不设窗槛。

桂

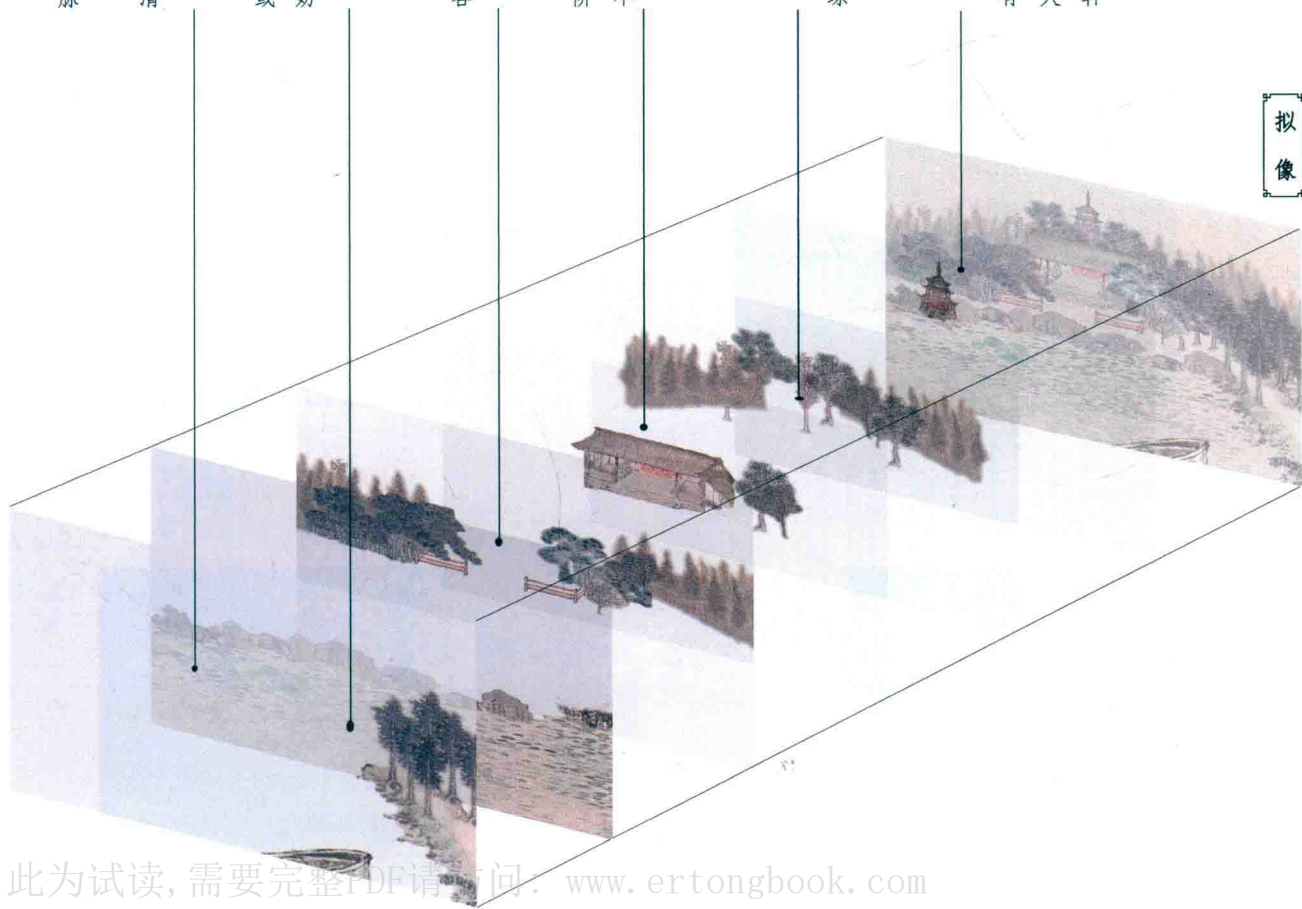
丛桂开时，真称香窟，宜辟地二亩，取各种并植，结亭其中，不得颜以「天香」、「小山」等语，更勿以他树杂之。

松

取栝子松植堂前广庭，或广台之上，不妨对偶。斋中宜植一株，下用文石为台，或太湖石为栏俱可。

小池

阶前石畔凿一小池，必须湖石四围，泉清澈可见底。中畜朱鱼、翠藻，游泳可玩。四周树野藤、细竹，能掘地稍深，引泉脉

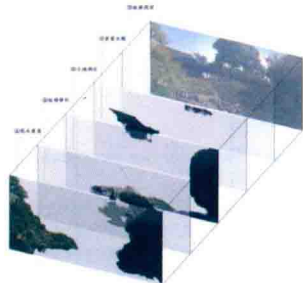
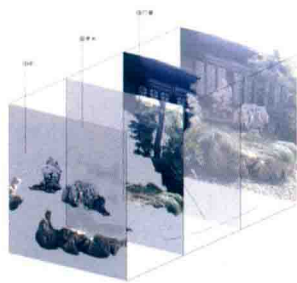


书写瞻园

自观鱼亭后便顺阶而上，廊过桃花坞，及至城北侧水池旁，松柏生长，庭阜如玉争艳，水池畔的垂柳垂拂柳可见，有数游人于亭中观池鱼，接石轩掩映在假山和春柳之后，目力所及处处生香随着观，登入船坊，中有几案供品若休息，穿船坊北侧的月之门游眺，水池亭台皆入眼底，前有洞门，门外假山正立，盖园林之色一步一景，又于恍然间别有洞天而已。沿湖岸而上，步行至板桥，桥侧假山嶙峋，其水色绿，偶有几扁舟停泊，于石桥与假山间穿行打渔，好不快活，穿板桥而过即可达春波亭。

入瞻园后，两侧墙壁上呈“三样”：一如意字样，由五佛门入长廊，便得见园林，早春的氛围林空出绿色，绿水廊，人生百态，此时山石渐多，映照的便是美白之色，水带青绿之绿，徐阶穿过水面，可以登上假山，太湖石叠叠四口，步行走多不穿，不穿路，继续穿行于山石间，上下不定，时在响午，至于左右石石处，大可感受到湖岸料峭春意，又是春光明媚，上还有亭，有几人成，四季长廊之侧展出一块近半字台，前有廊，四季绿植环绕，亦有人在此观赏水中锦鲤，再前行到水地，深埋下的石中水道而出，叫人欣赏，一步一景是欣赏，其中蕴藏可供游玩。

瞻园之色在于山水草木，唯那草木有些凌乱，繁杂了些。



空静妙堂旁，忽闻泉声淙淙，道散者喃喃，接溪声，日喃喃，豁然开朗。

卷泉飞瀑，幽岩瘦漏生香，碧潭如镜，深窟幽的深幽，春水葱茏，千峰环翠，峰影，桃李成蹊，鱼戏浮萍依柳影，鸟栖林梢但闻声，沙地上浮桥，见峭崖深洞，不由两股战战，倚窗望长廊，瘦清溪真趣，但堪美景良辰。

千般晴光，可种春色，叹昔逢之精巧，恍如晴天然月入怀，恰似得古时君子共游。

走出幽静的长廊，来到石子小路上，入眼的便是这座颇有气势的假山，与整座瞻园的儒雅幽静不同的是，这座假山自上而下飞流的水流，呈现出一种柔美的气势，与旁边幽静的小路相互衬托，相辅相成，水流由奇石环抱，中空的设计使假山带来了一种蓬勃的气势，加上中回石桥的不经意的点缀，实为点睛。环绕假山的草木，为假山带来了更多的生机，也为假山不凡的气质中，平添了一种柔和之感。也拉大了假山的欣赏空间，使得其不显得单调乏味。



止園華滋館



B3: 材料空间认知

B3: MATERIAL SPACE COGNITION

孟宪川



教学目标

培养对材料的感性与理性的理解能力, 建立对材料空间进行日常使用表述和科学原理阐述的能力。

教学内容

“材料空间认知”的教学历时5周(含评图1周), 教学内容包括模型制作、图解绘制、文字表述等。通过对日常材料空间的认知, 训练观察材料、科学理解材料和组织材料空间的方式, 培养材料空间的感知能力。教学过程包括3个阶段的练习: 悬挂材料空间认知(1周), 拱材料空间认知(1周), 悬挂/拱材料空间设计(2周)。

教学进度

第六周: (1) 介绍; (2) 讲课: 日常材料形成的空间(孟宪川); (3) 课上练习(认知材料空间, 利用准备的悬挂材料做模型); (4) 讲课: 悬挂材料的图解方法。

第七周: (1) 课后作业讲评: 电子版; (2) 课上练习(结合课堂空间, 利用准备的拱材料做模型); (3) 讲课: 拱材料的图解方法(孟宪川)。

第八周: (1) 课后作业讲评: 电子版; (2) 讲课: 悬挂和拱空间的结构与形态设计(孟宪川)。

第九周: (1) 课后作业讲评: 电子版。

Teaching Objective

Cultivate sensible and rational material understanding ability, establish ability of daily use expression and scientific principle expatiation of material space.

Teaching Content

Teaching of “material space cognition” lasts for 5 weeks (including 1 week of drawing evaluation), teaching content includes model making, graphic drawing, text description, etc. through cognition of daily material space, train material observation, scientific understanding of material and modes of organizing material space, cultivate material space sensing ability. The teaching includes exercise of 3 stages: suspension material space cognition (1 week), arch material space cognition (1 week), suspension/arch material space design (2 weeks).

Schedule of the Design

Sixth week: (1) Warm Up & Introduction; (2) Lecture: Space Formed by Daily Material (Meng Xianchuan); (3) Class exercise (cognize material space, use prepared suspension material to make models); (4) Lecture: Graphic Method of Suspension Material.

Seventh week: (1) Schoolwork comment: electronic version; (2) Class exercise (combine with class space, use prepared arch material to make models); (3) Lecture: Graphic Method of Arch Material (Meng Xianchuan).

Eighth week: (1) Schoolwork comment: electronic version; (2) Lecture: Structure and Form Design of Suspension and Arch Space (Meng Xianchuan).

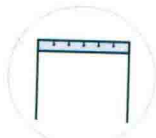
Ninth week: (1) Schoolwork comment: electronic version.



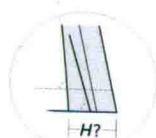
材料



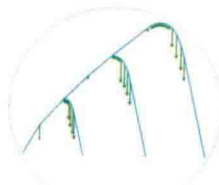
环境



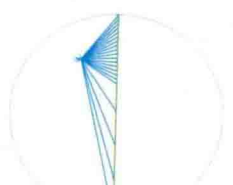
板凳厚度



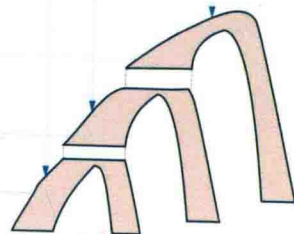
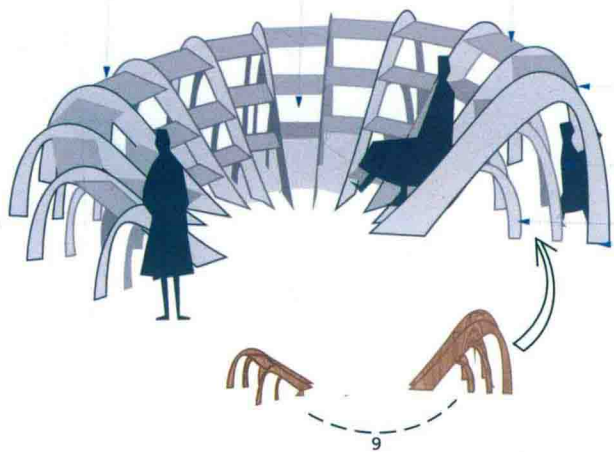
拱券厚度



形图解SD

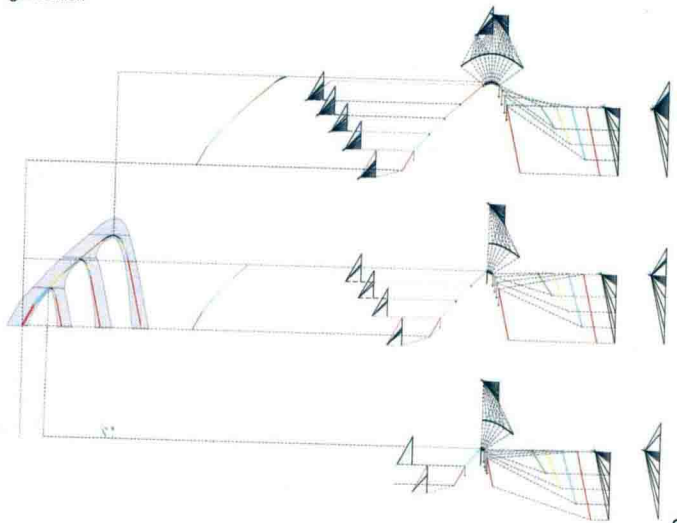
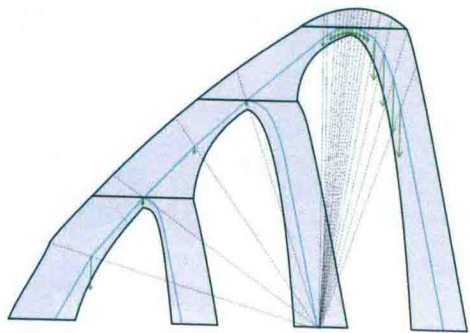


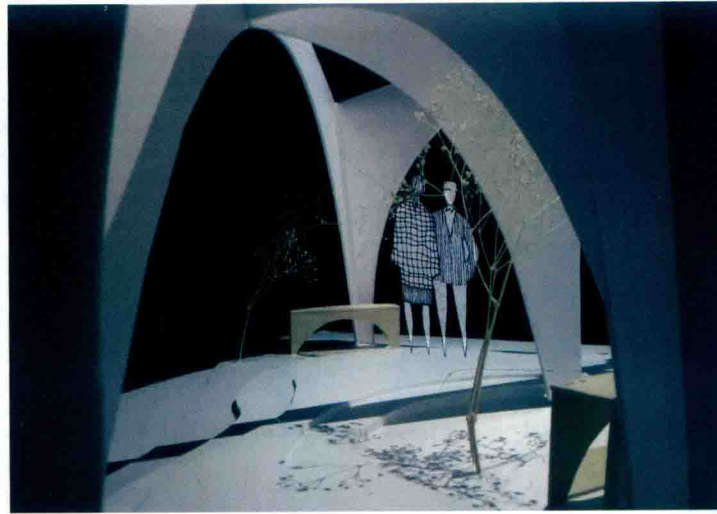
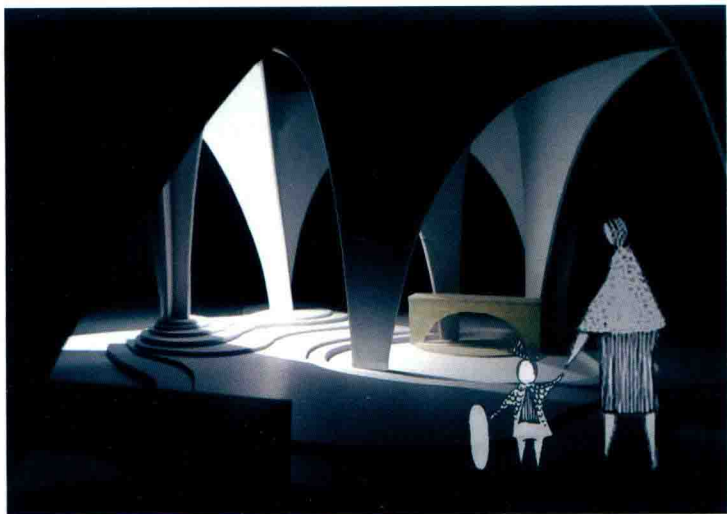
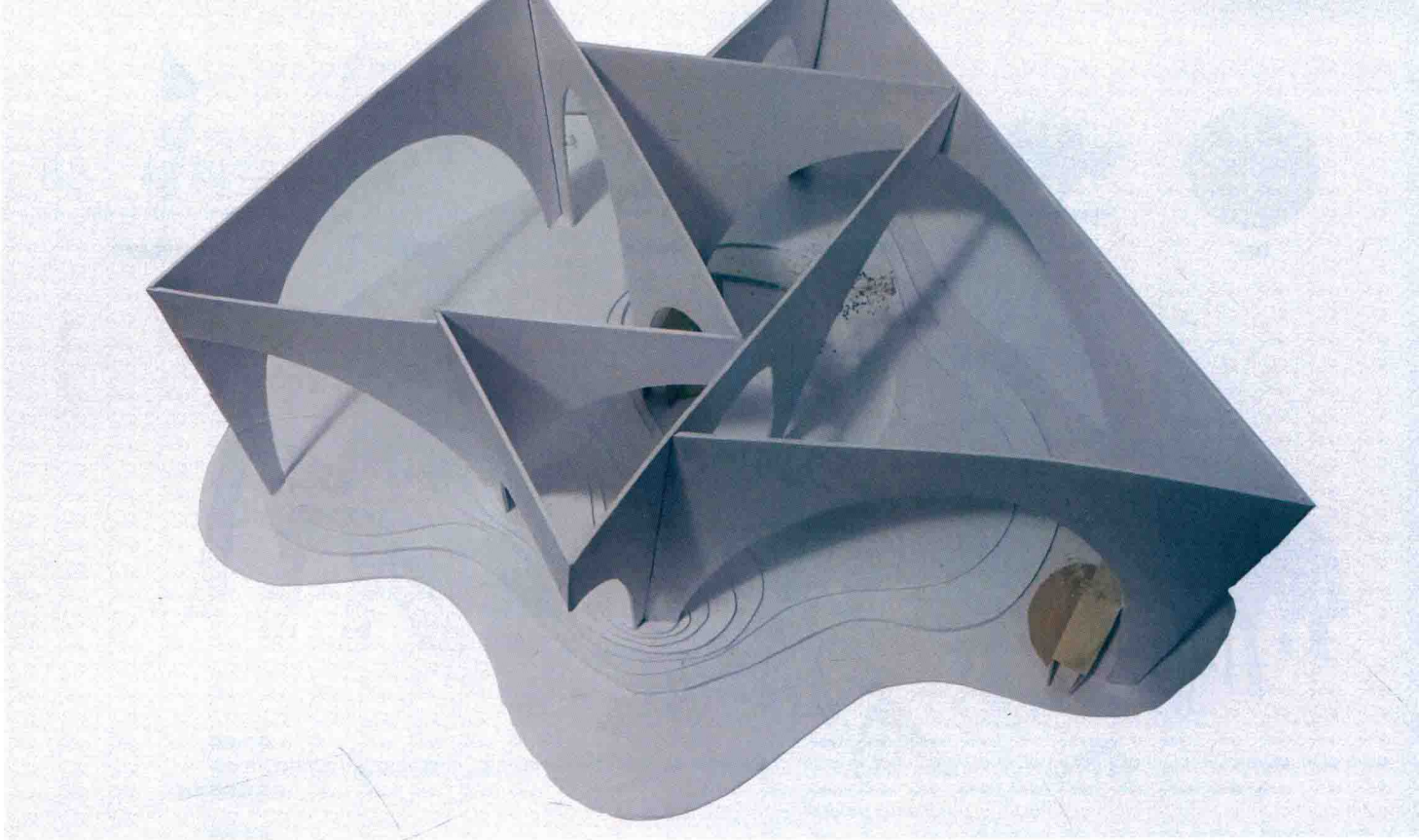
力图解FD

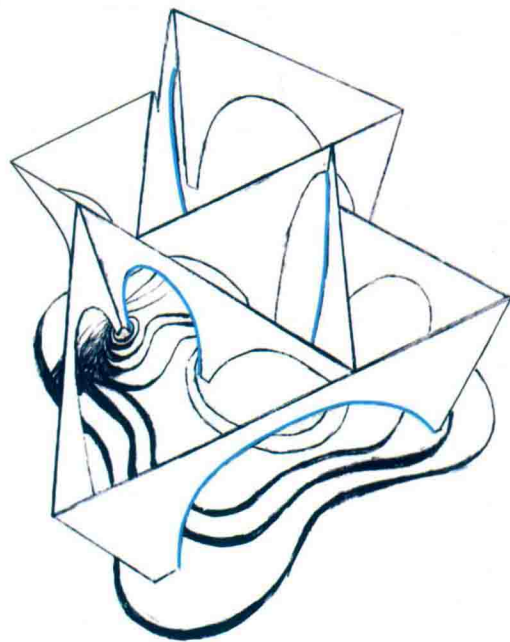


方案构思
Scheme conception

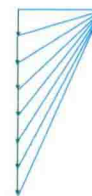
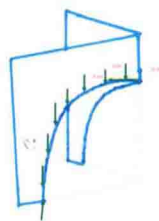
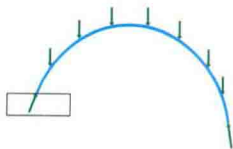
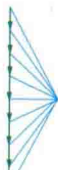
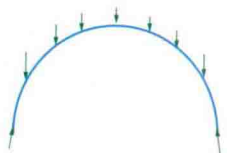
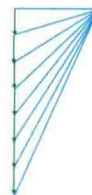
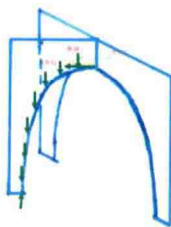
方案生成
Scheme generation







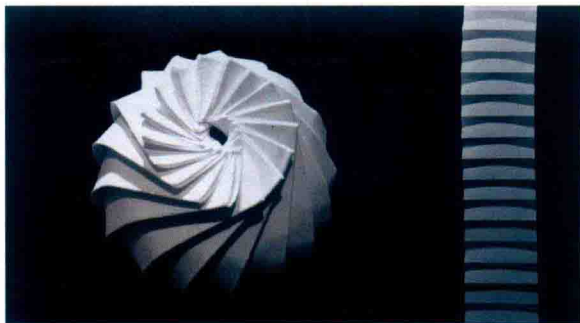
方案生成
Scheme generation



C3: 折纸包裹

C3: PAPER FOLDING WRAP

唐莲



教学目标

理解形式塑造机制, 理解形式与材料、构件、工艺的关系。

教学内容

“折纸包裹”的教学历时5周, 要求用折纸对身体部位进行包裹, 完成设计与制作。课程可以理解为基于身体(场地)的形式操作, 教学的主要内容是形式设计的逻辑与方法, 其中折纸作为实现形式的技术与媒介。为此, 在整个教学过程中设置了3个阶段的练习, 并开展相应的讲座来指导与配合练习。这3个阶段分别为: 折纸单元基础练习(1周)、折纸单元变形与组合研究(1周)以及折纸包裹空间的设计(3周)。

教学进度

第十一周: 介绍。

第十二周: (1) 课后作业讲评, 纸球, 扫描合成图(电子版); (2) 讲课: 折纸单元的变形与组合; (3) 课上练习: 折纸单元变形及组合练习。

第十三周: (1) 课后作业讲评: 扫描合成图(电子版); (2) 讲课: 身体尺度与空间包裹; (3) 课上练习: 选择身体部位, 进行几何分析。

第十四周: (1) 课后作业讲评: 包裹部位的几何构成图, 设计概念图(电子版)及半成品; (2) 课上练习: 根据意见修改设计, 继续完善设计。

第十五周: (1) 课后作业讲评; (2) 讲课: 图示表达II。

Teaching Objective

Understand form building mechanism, understand relationship between form and material, component, craft.

Teaching Content

The teaching of “paper folding wrap” lasts for 5 weeks. It is required to use paper folding to wrap body part, complete design and making. The course can be understood as body (site)-based form operation. The main teaching content is logic and method of form design, in which paper folding is used as the technique and medium to realize form. Therefore, exercise of 3 stages is set in the whole teaching, and relevant lecture is provided to guide and cooperate with the exercise. The 3 stages are respectively paper folding unit basic exercise (1 week), paper folding unit deformation and combination research (1 week), and paper folding wrap space design (3 weeks).

Schedule of the Design

Eleventh week: Introduction.

Twelfth week: (1) Schoolwork comment: paper ball, scan composite graph; (2) Lecture: Deformation and Combination of Paper Folding Unit; (3) Class exercise: paper folding unit deformation and combination exercise.

Thirteenth week: (1) Schoolwork comment: scan composite graph (electronic version); (2) Lecture: Body Dimension and Space Wrap; (3) Class exercise: select body part for geometric analysis.

Fourteenth week: (1) Schoolwork comment: geometric composition of wrapped part, design concept drawing (electronic version) and semi-finished work; (2) Class exercise: change design according to the opinion, continue to improve design.

Fifteenth week: (1) Schoolwork comment; (2) Lecture: Graphic Expression II.