

KENDRA SHOUSE

PORTFOLIO | COLLEGE OF DUPAGE | 2019-2021

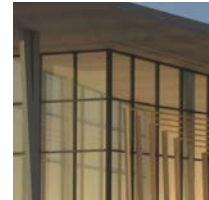
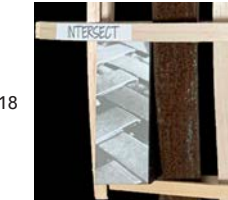
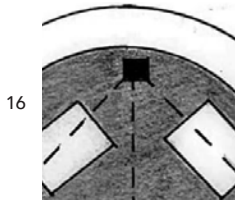
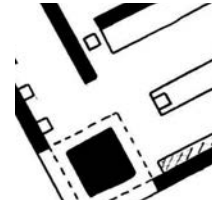
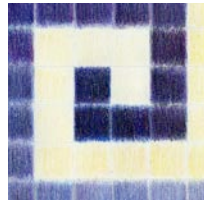
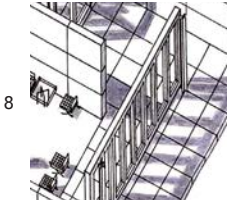
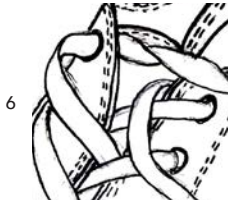
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FALL 2020

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SPRING 2021

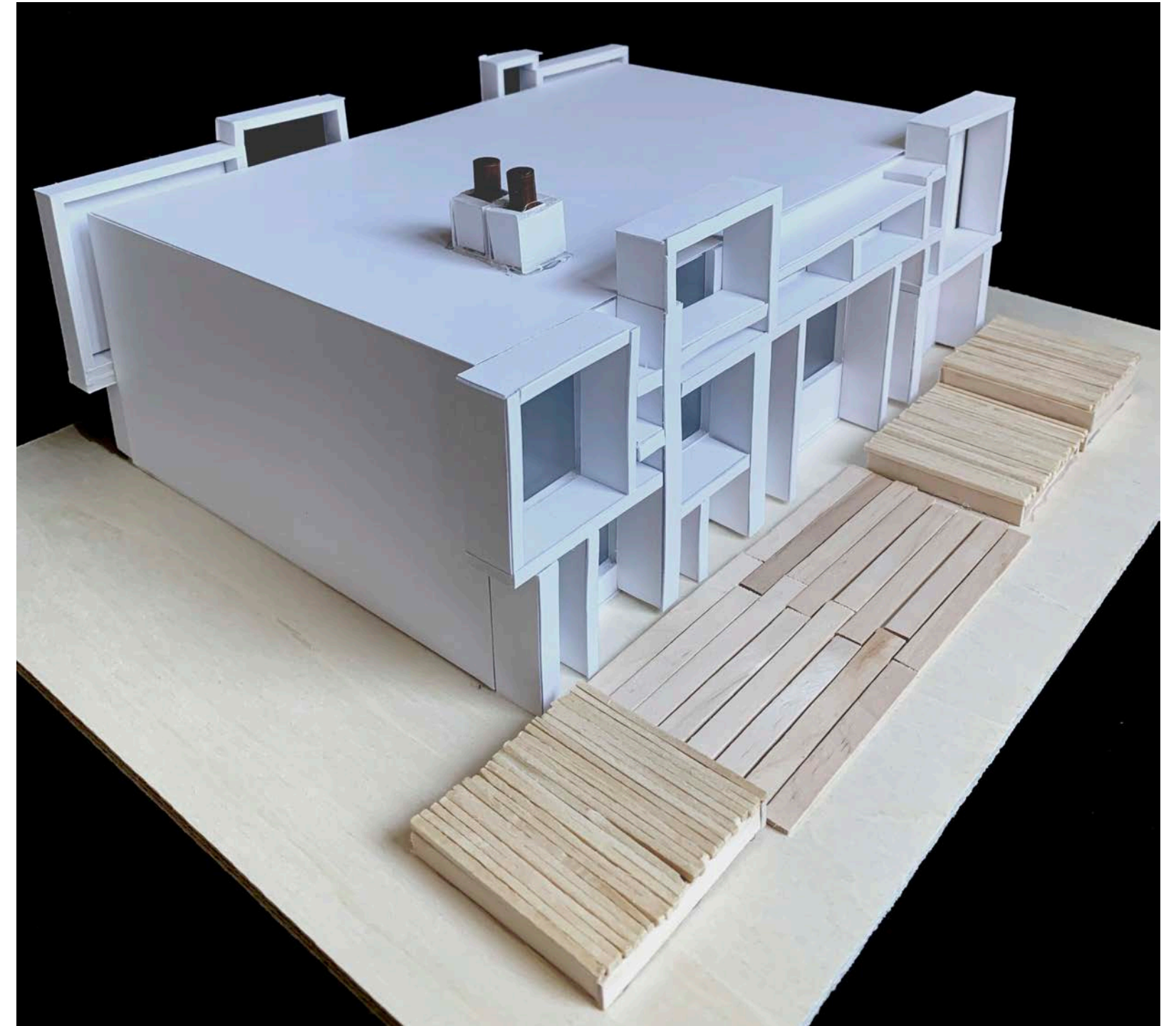
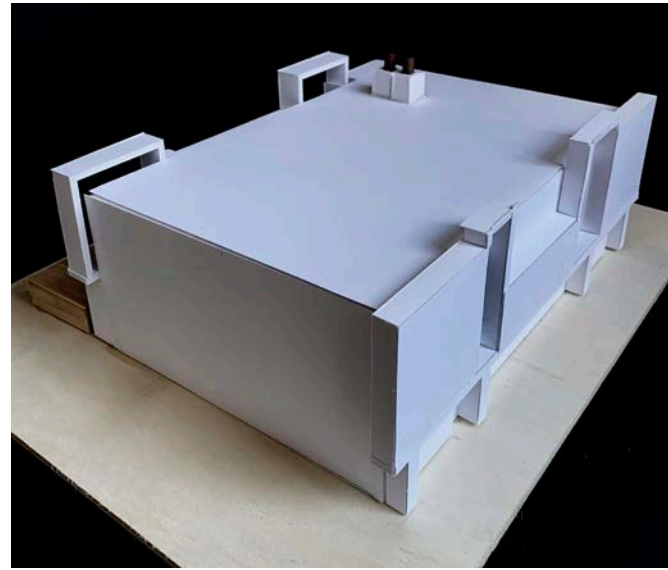
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MILAM RESIDENCE

COLLEGE OF DUPAGE | PROFESSOR: AMY GASSEN | 5 WEEKS

OBJECTIVE: Research about and construct a model at any scale of the Milam Residence by Paul Rudolph.

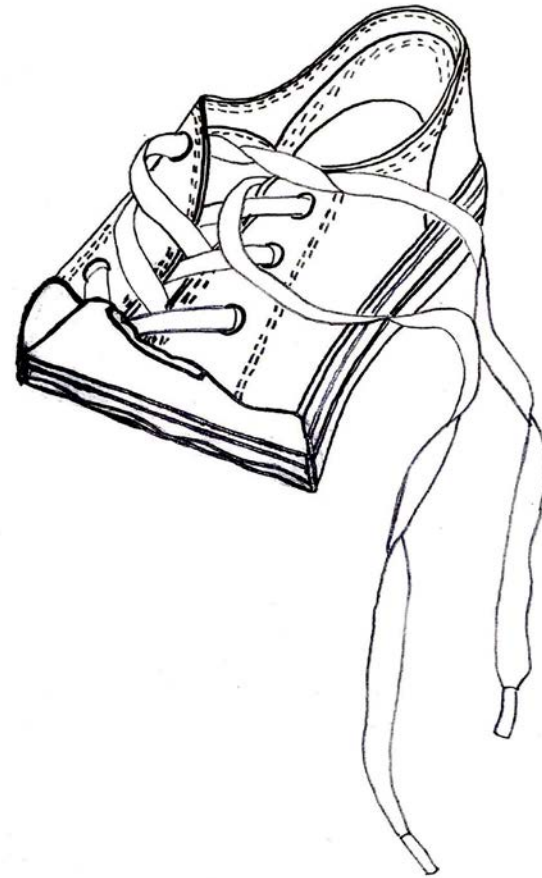
SOLUTION: The model is constructed of white foam core to simulate the limestone exterior walls of the Milam Residence and wood sticks are used along with a wood base to symbolize the sandy landscape along the beachfront of Jacksonville, Florida.



SHOE CONTOUR

COLLEGE OF DUPAGE | PORFESSOR: JANE OSTERGAARD | 1 WEEK

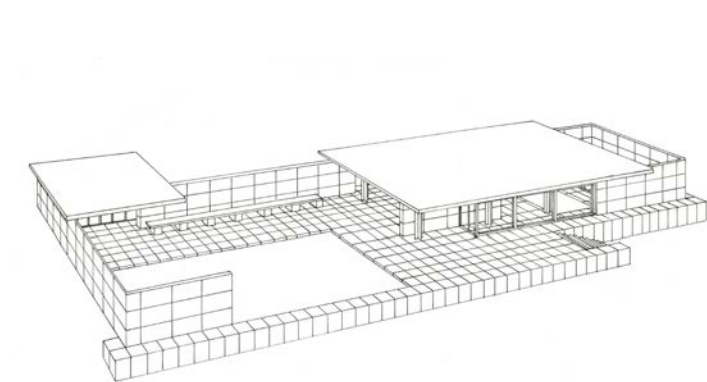
OBJECTIVE: This activity is a study of contour lines and how they create depth and understanding to a drawing of a shoe. It is also geared toward the development of a section drawing skillset.



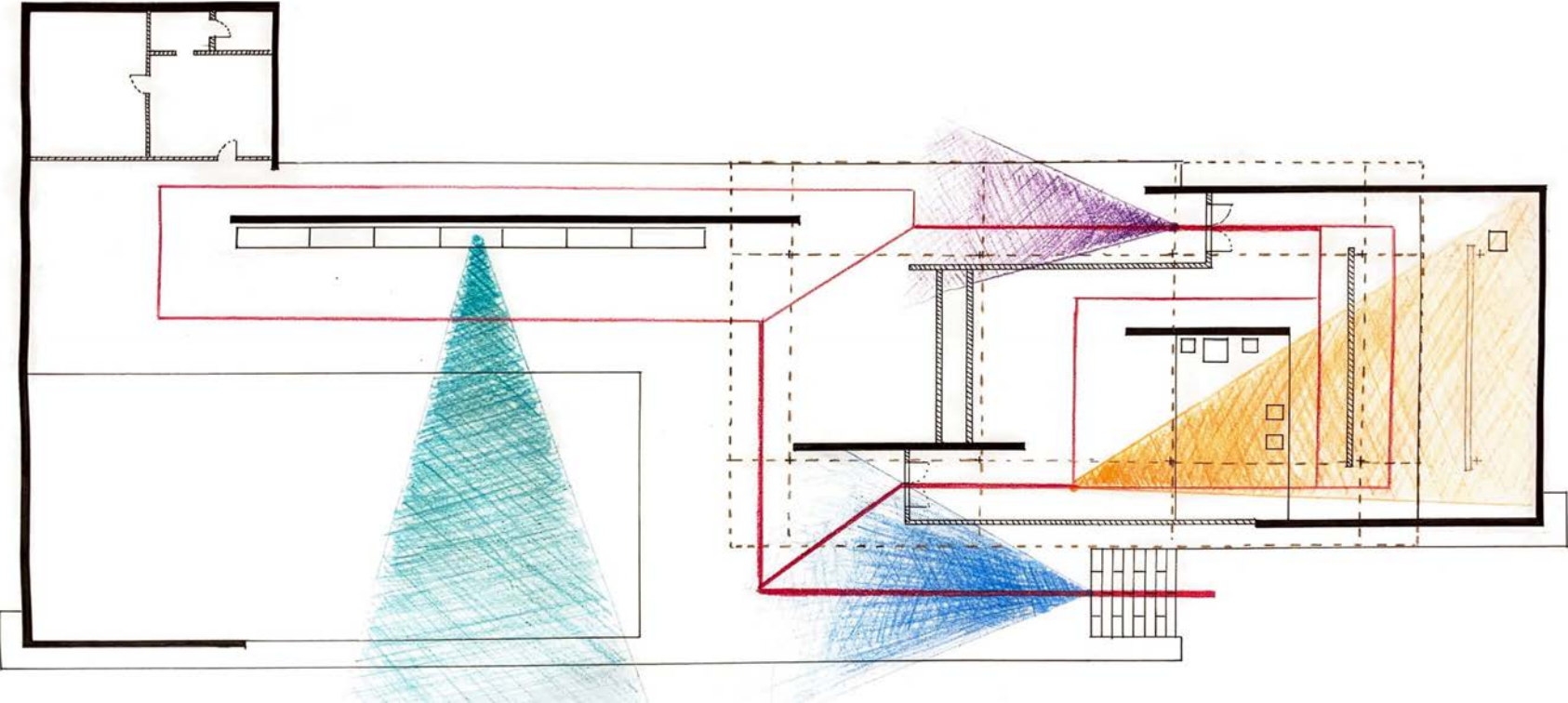
BARCELONA PAVILION

COLLEGE OF DUPAGE | PROFESSOR: JANE OSTERGAARD | 4 WEEKS

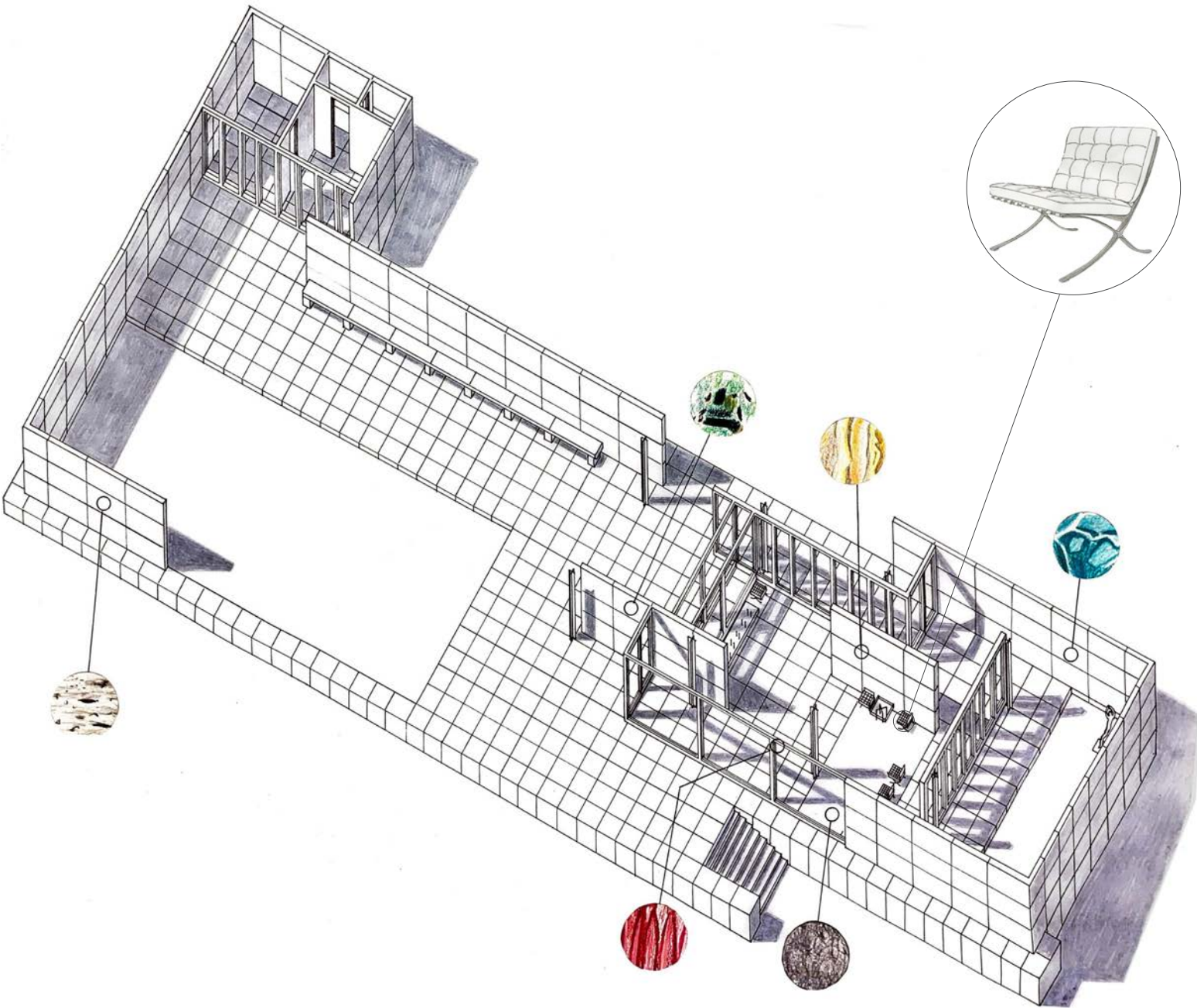
OBJECTIVE: The objective of this assignment was to draw an oblique, a perspective, and a floor plan diagram of Ludwig Mies Van der Rohe's Barcelona Pavilion to study multiple aspects of the structure.



PERSEPCTIVE



DIAGRAM

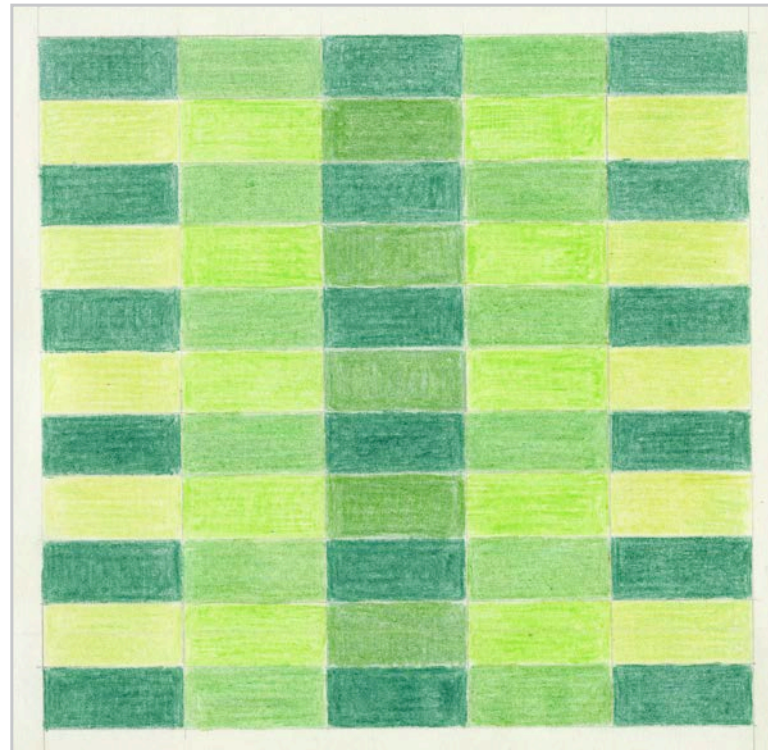


OBLIQUE

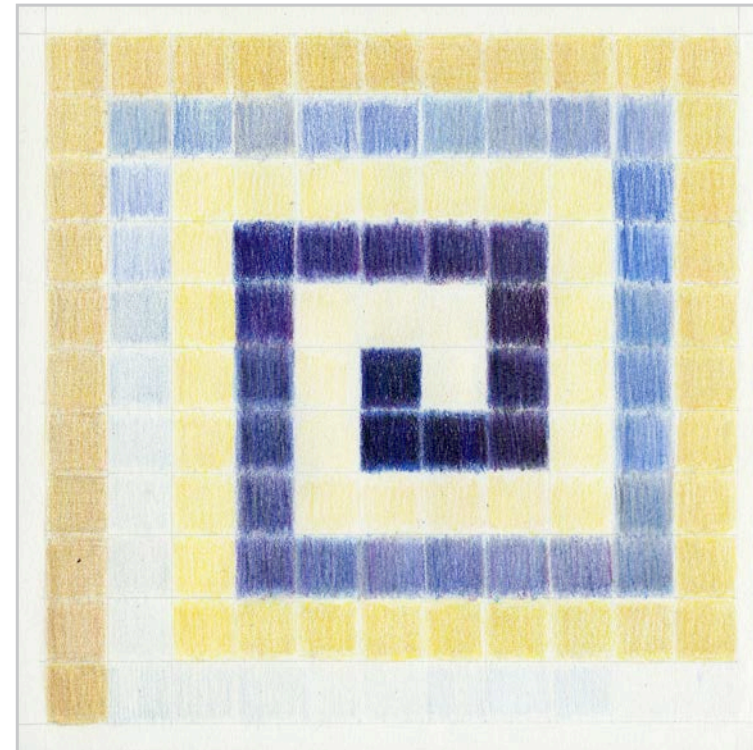
COLOR

COLLEGE OF DUPAGE | PROFESSOR: JANE OSTERGAARD | 2 WEEKS

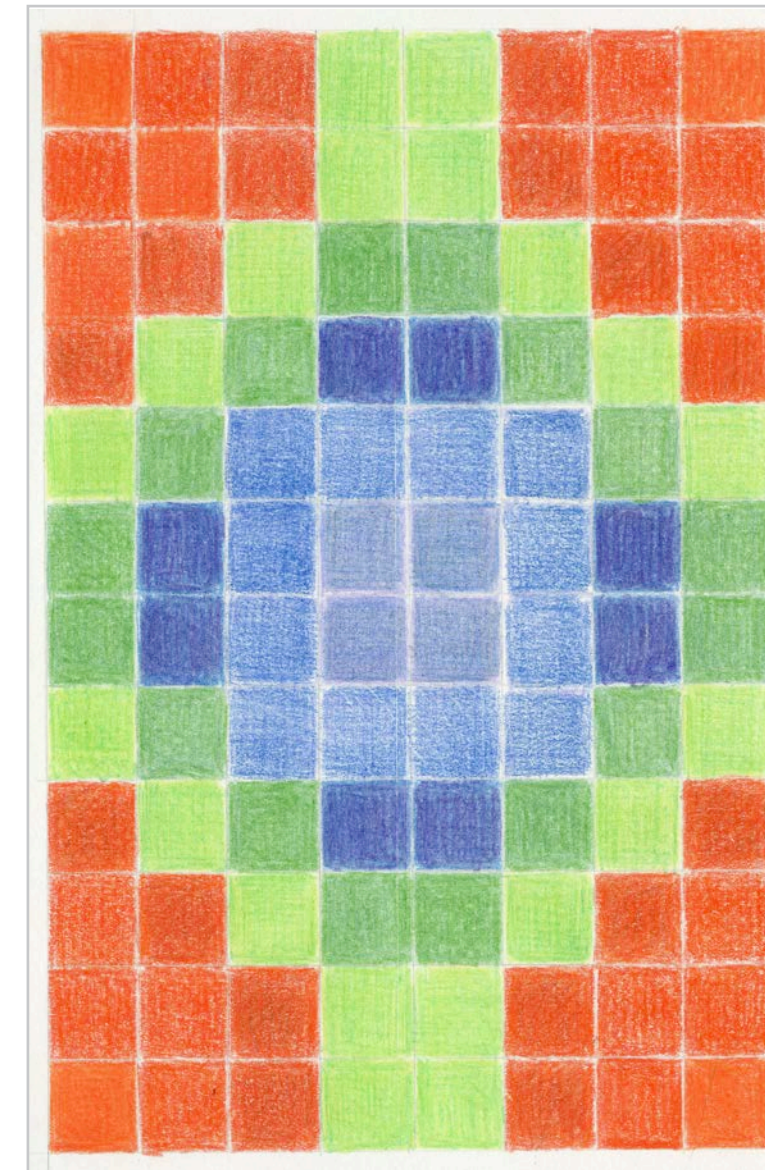
OBJECTIVE: The color activity is a study of color and how different colors pair together to reinforce different design or setting ideas, emotions, or moods.



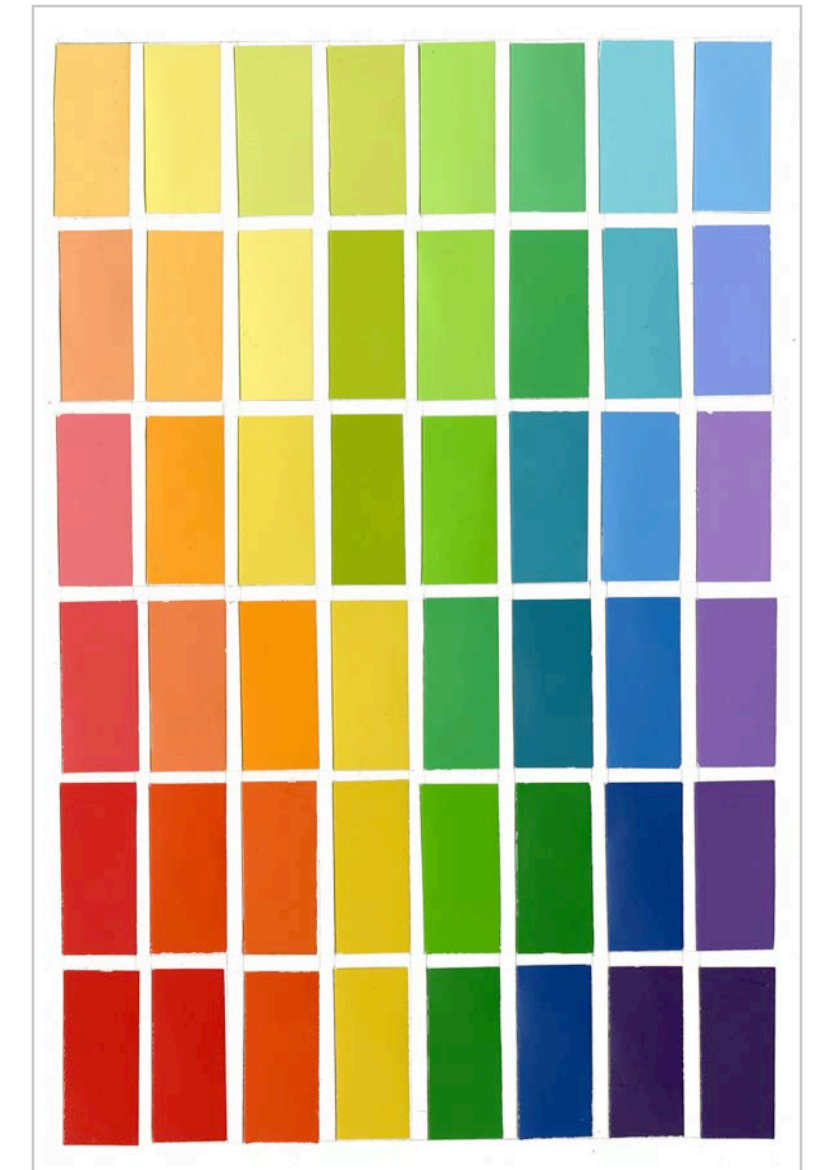
MONOCHROMATIC



COMPLEMENTARY



TRIAD



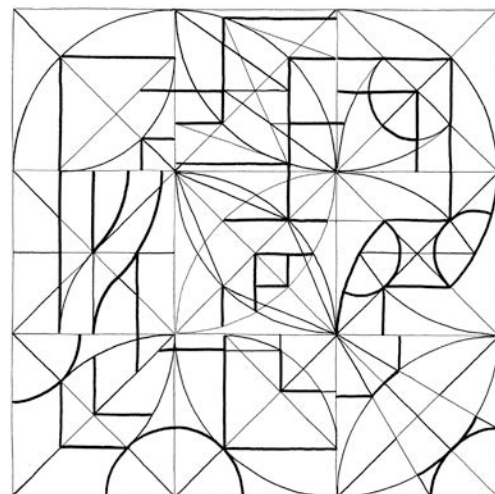
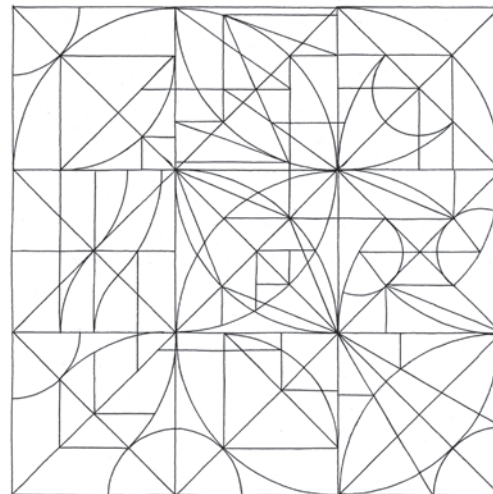
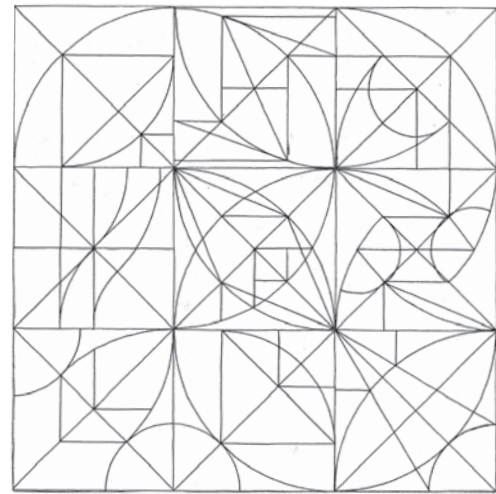
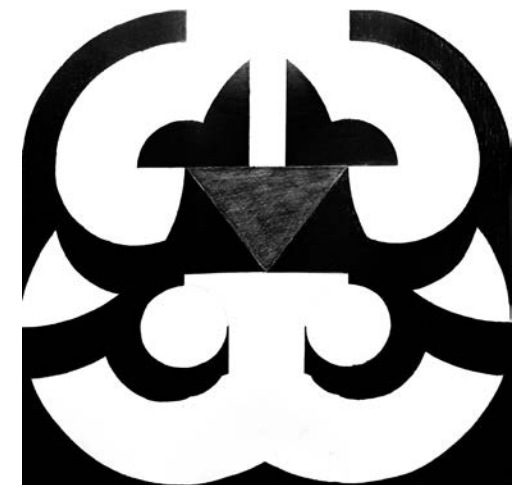
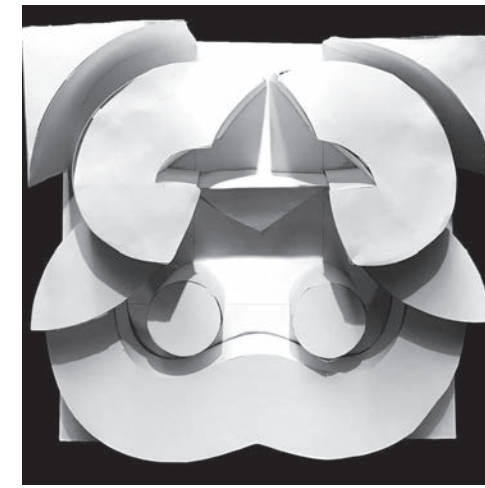
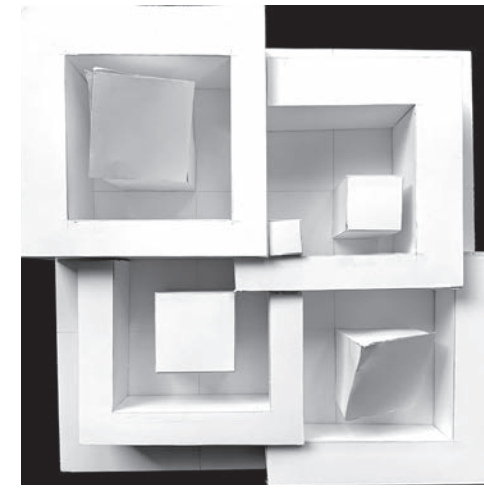
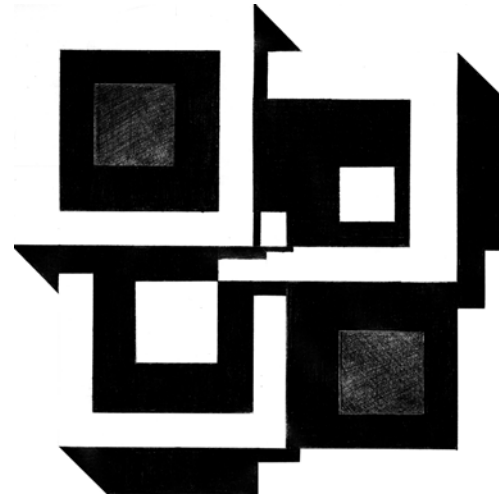
SPECTRUM

FORM & HIERARCHY

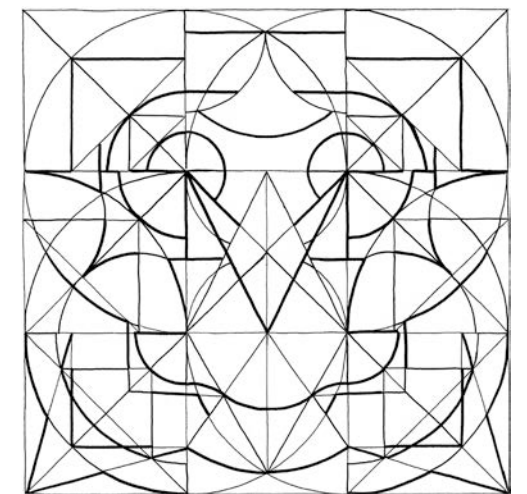
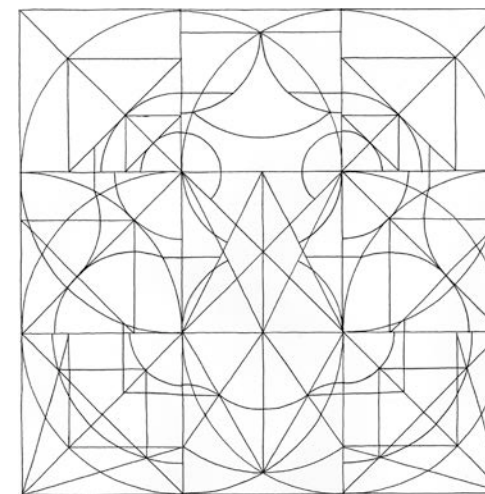
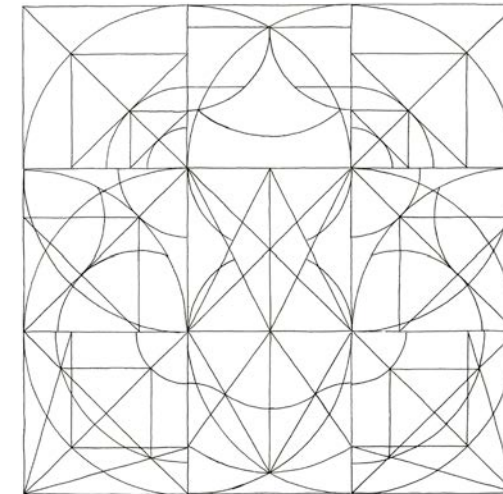
COLLEGE OF DUPAGE | PROFESSOR: JANE OSTERGAARD | 5 WEEKS

OBJECTIVE: This project develops an understanding of cohesive compositions while following strict constraints for drawing lines, as well as the requirement to compose both a symmetrical and an asymmetrical drawing with line weights to add depth. The assignment is also an exploration of shadows through the usage of a 3D model.

SOLUTION: The symmetrical design is an exploration of completely fluid geometries while the asymmetrical design uses the repetition and layering of a square shape to understand shadows.



ASYMMETRICAL



SYMMETRICAL

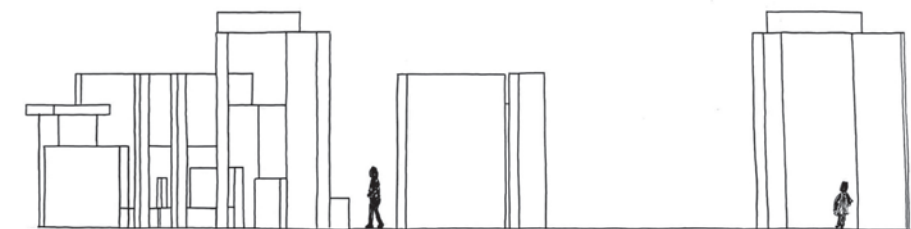
GATHERING SPACE

COLLEGE OF DUPAGE | PROFESSOR: JANE OSTERGAARD | 3 WEEKS

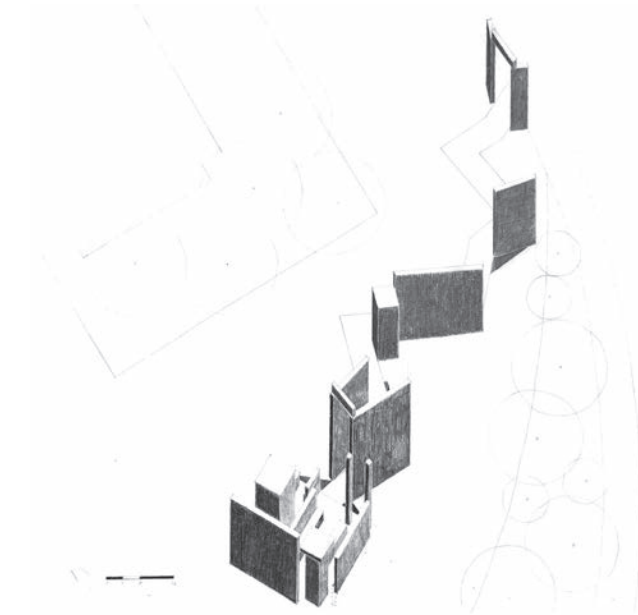
OBJECTIVE: Design a small space for students on the campus of COD by the Technical Education Building (TEC).

CONCEPT: This space is focused on controlling and limiting views and encouraging interaction between visitors.

SOLUTION: From the entrance, along the path, and within the main space, walls are positioned at varying heights and angles to only give slight glimpses of the pond on the Southern side of the TEC building to focus visitors' attention mostly inside the space. Within the space, different potential seating areas are closely arranged to facilitate conversations. Controlling the view of the water creates a sense of curiosity and encourages exploration of the gathering space. While exploring the space, there are benches as well as many individual seats to relax at with main circulation zones cutting through the seating areas to further the possibility of interaction.



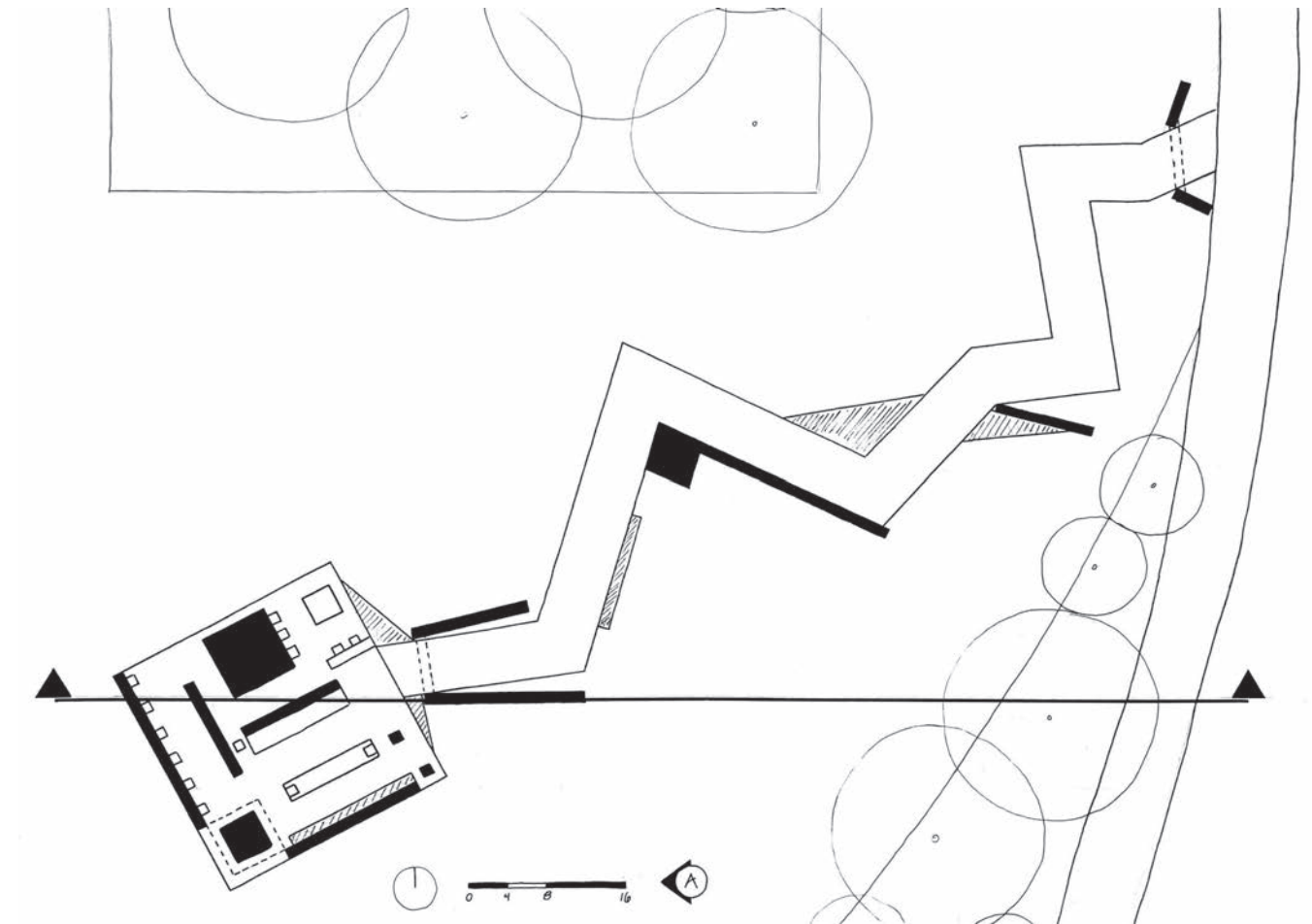
ELEVATION



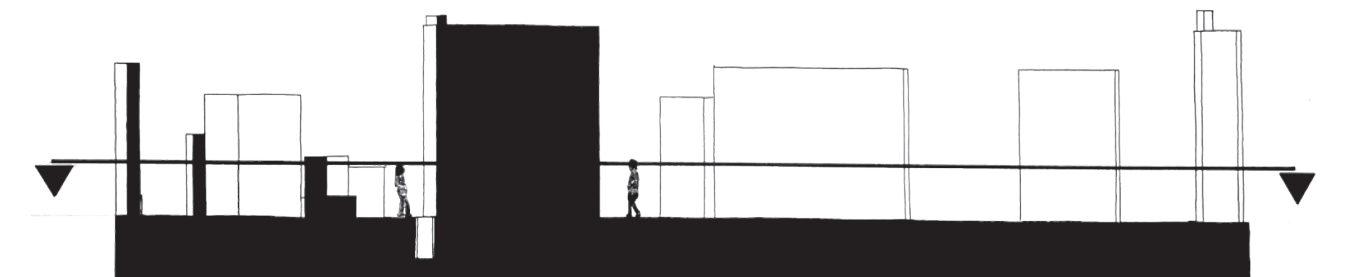
OBLIQUE



COLOR RENDERING



PLAN



SECTION

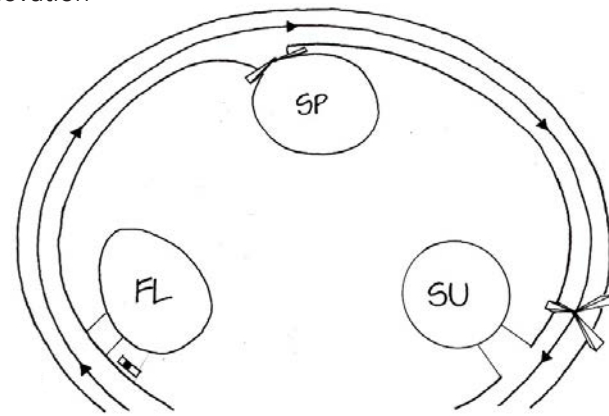
SPATIAL SEQUENCE

COLLEGE OF DUPAGE | PROFESSOR: JANE OSTERGAARD | 3 WEEKS

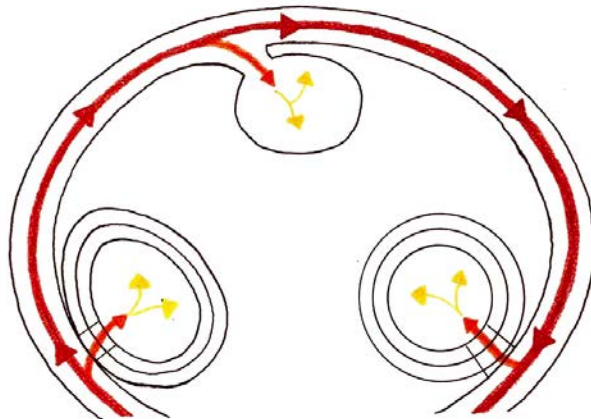
OBJECTIVE: Create a sequence of gathering spaces representing the seasons spring, summer, and autumn using a limited kit of parts.

CONCEPT: This project explores the cyclical life processes of renewal and development. The spaces are arranged from fall to spring to summer.

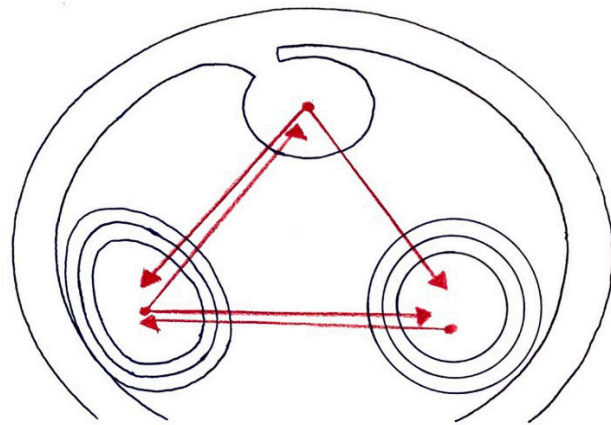
SOLUTION: The fall space has the lowest elevation and the least circular space to emulate the decomposing nature of autumn. Spring follows, on level elevation, with more completed elements to indicate progression and development. The summer space has the highest elevation and a perfectly circular and complete geometry to show completion of the renewal and developmental processes. The triangular entrance markings also develop along with the spaces to more literally exemplify development and something broken becoming new and complete.



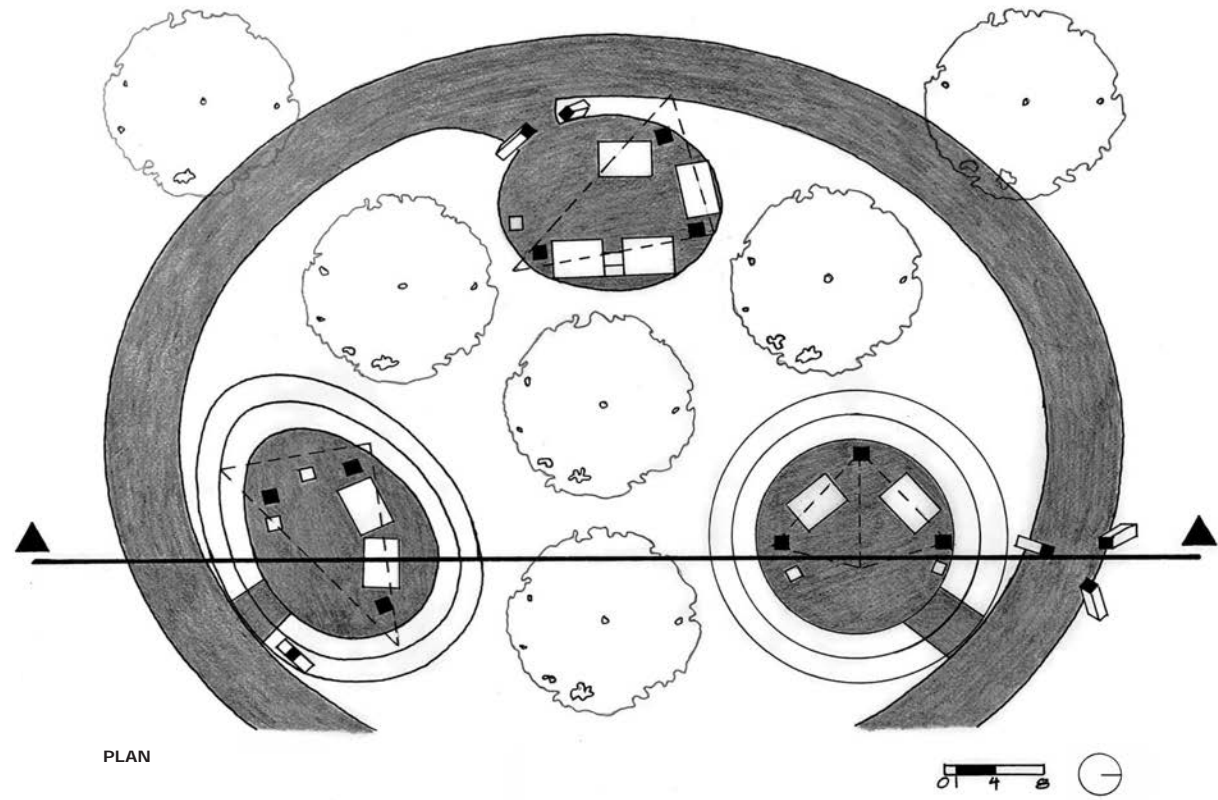
PART I



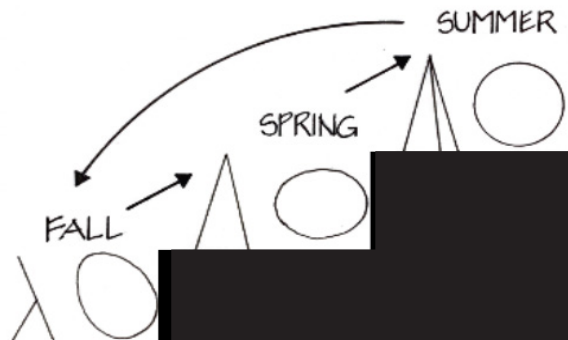
CIRCULATION



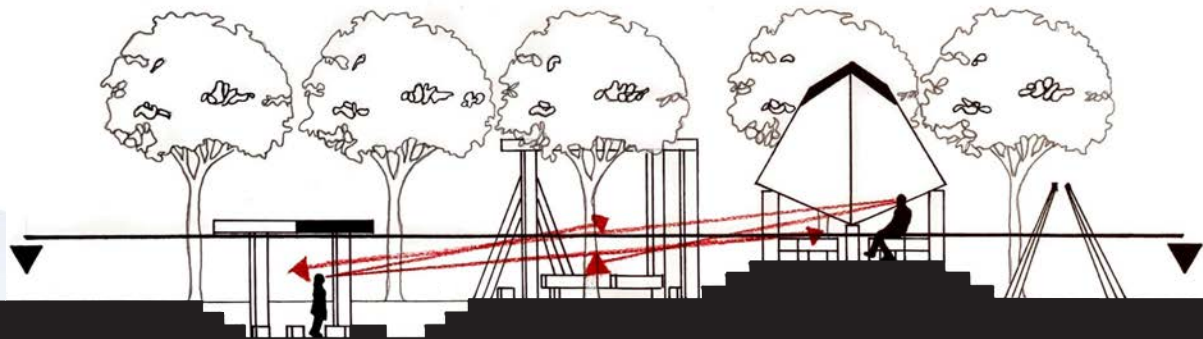
LINES OF SIGHT



PLAN



CONCEPT



SECTION

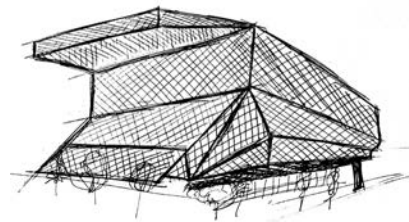
INSPIRATIONS COLLAGE

COLLEGE OF DUPAGE | PROFESSOR: MARK PEARSON | 3 WEEKS

OBJECTIVE: This assignment focuses on design development through iterations of models. It follows the development of a three-dimensional collage through multiple iterations of two separate concepts using the same initial sketches and images, which are the inspiration for each concept. One concept is chosen for the final model.

CONCEPT: The two concepts explored in this assignment are weathering and woven or layered structure.

SOLUTION: The weathering concept focuses more on connections through fluid forms since weathering is a fluid process and wind and waves -both fluid forms- are commonly associated with it. The concept that involves layering and weaving centers on how lines overlap and intersect in a way that enables each portion to support itself. Initially this concept began with a focus more on rigid structure and layering, but shifted to the idea of a woven layered structure. The concept chosen for the final model is the idea of weaving and layering.

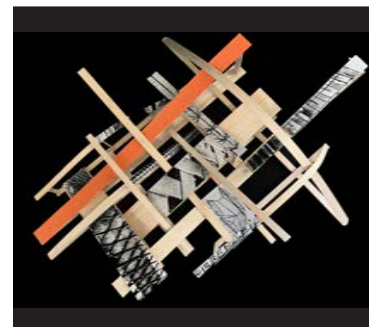
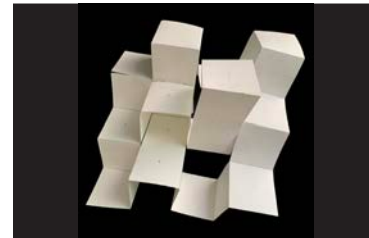


ITERATIONS

WEATHERING



STRUCTURE, WOVEN



FINAL COLLAGE



PRAIRIE NATURE CENTER

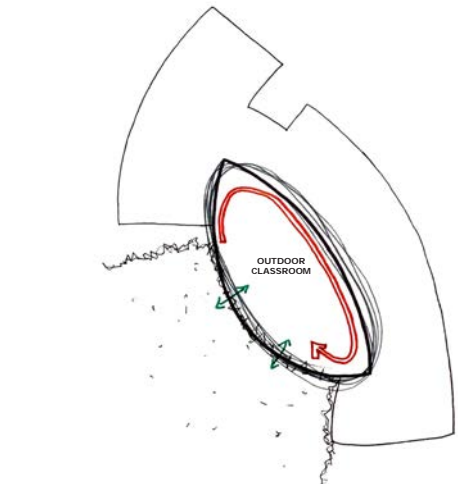
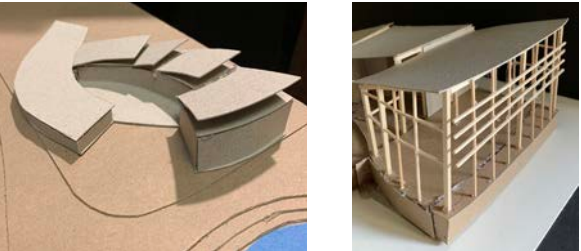
COLLEGE OF DUPAGE | PROFESSOR: MARK PEARSON | 9 WEEKS

OBJECTIVE: This design project requires the development of an environmental education center focused on the Midwestern Prairie. The site is on the campus of the College of DuPage and is adjacent to a prairie that has been preserved.

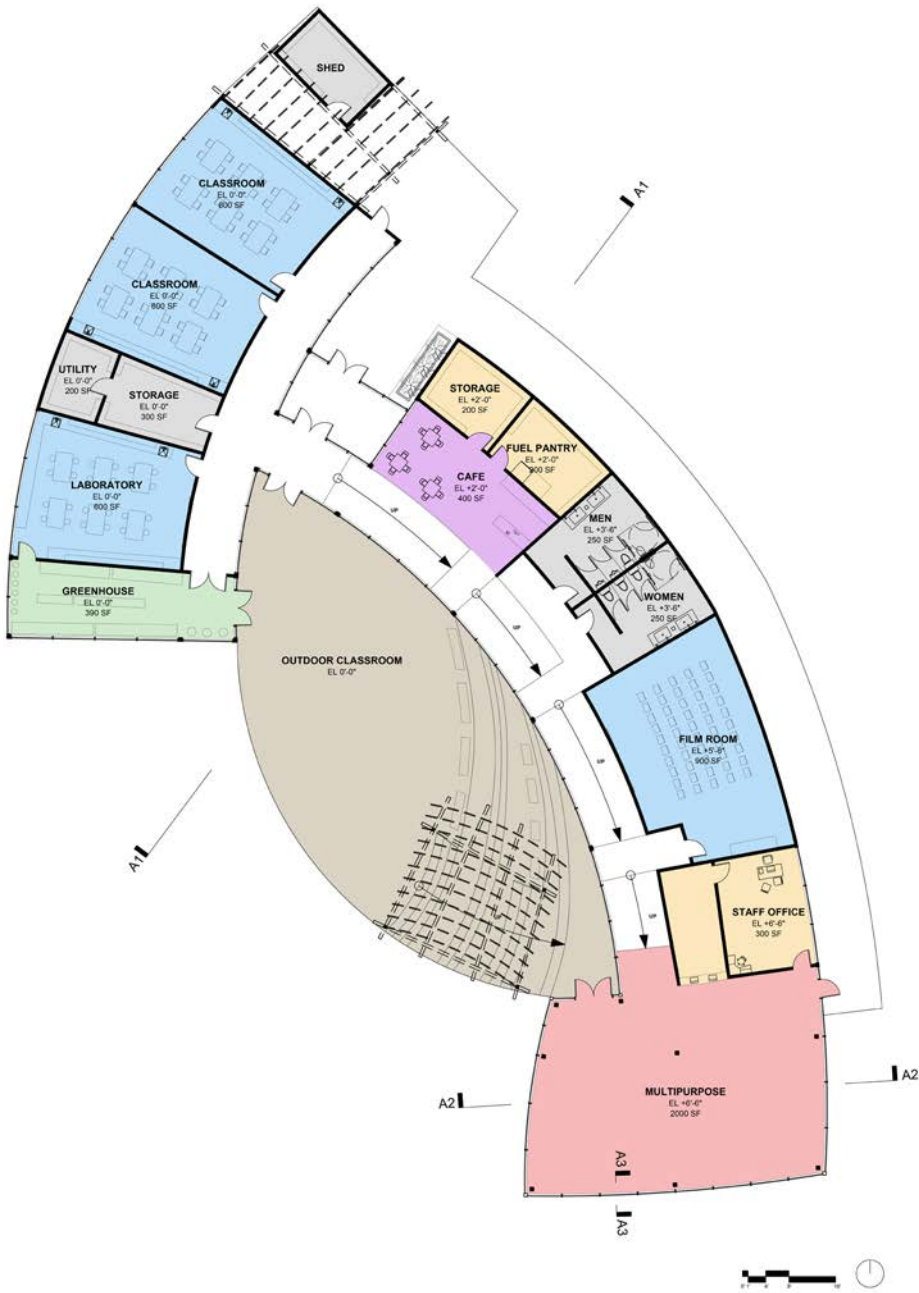
CONCEPT: The three concepts that are explored in this project are creating an escape from campus, providing a place to interact with nature, and encouraging people to explore the prairie ecosystem.

SOLUTION: An environmental education center is meant to grow visitors' knowledge and understanding of specific aspects of nature and the environment. This design furthers the goal of designing a building to educate patrons on the endangerment of the midwestern prairie and encourages them to also get out into the prairie and begin to gain an in-depth perspective on this preserved ecosystem through a more physical and tangible interaction between themselves and the prairie. This is accomplished in the structural makeup of the building, the proximity of the building to the edge of the prairie, and the prairie paths that flow to and from the building itself that enable visitors to explore on their own or with a group.

PROCESS



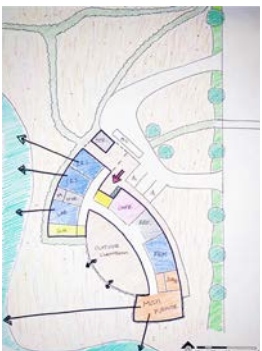
CONCEPT



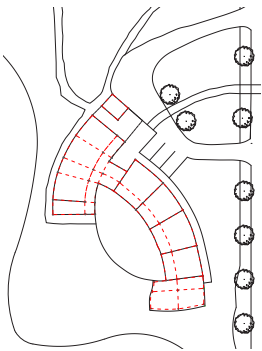
PLAN



SITE IMAGE



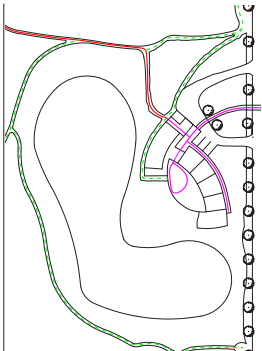
PART I



STRUCTURE



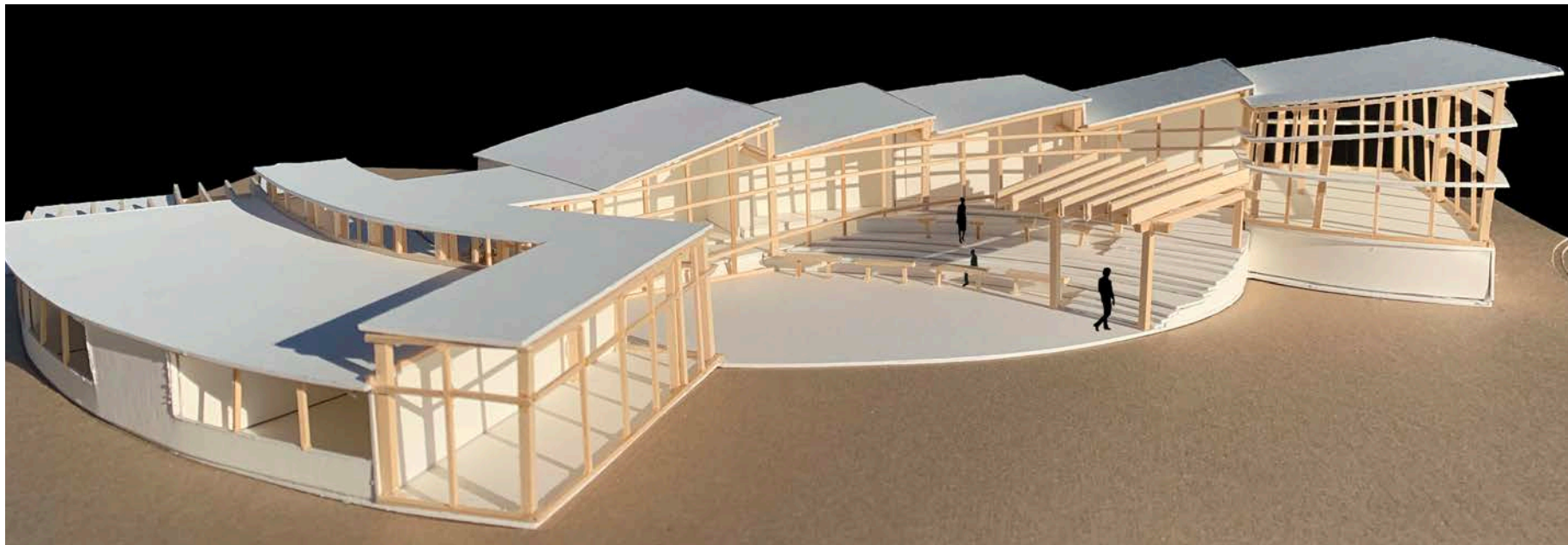
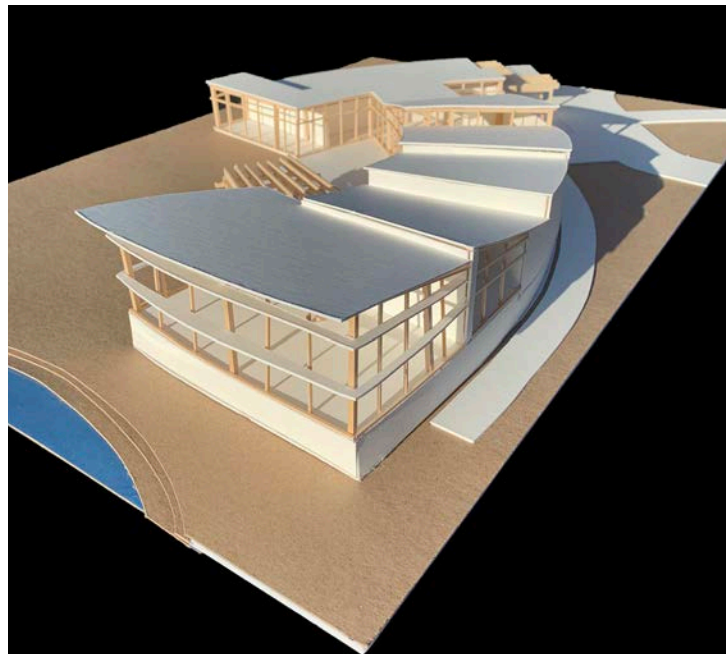
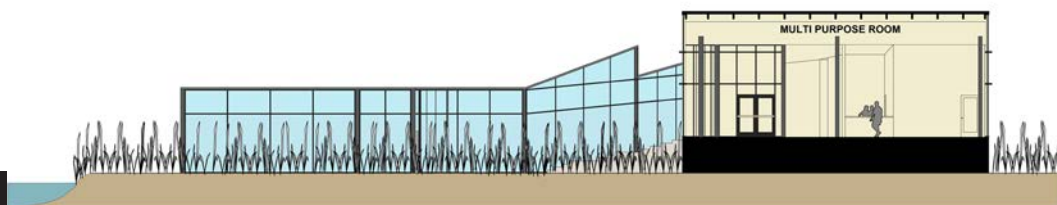
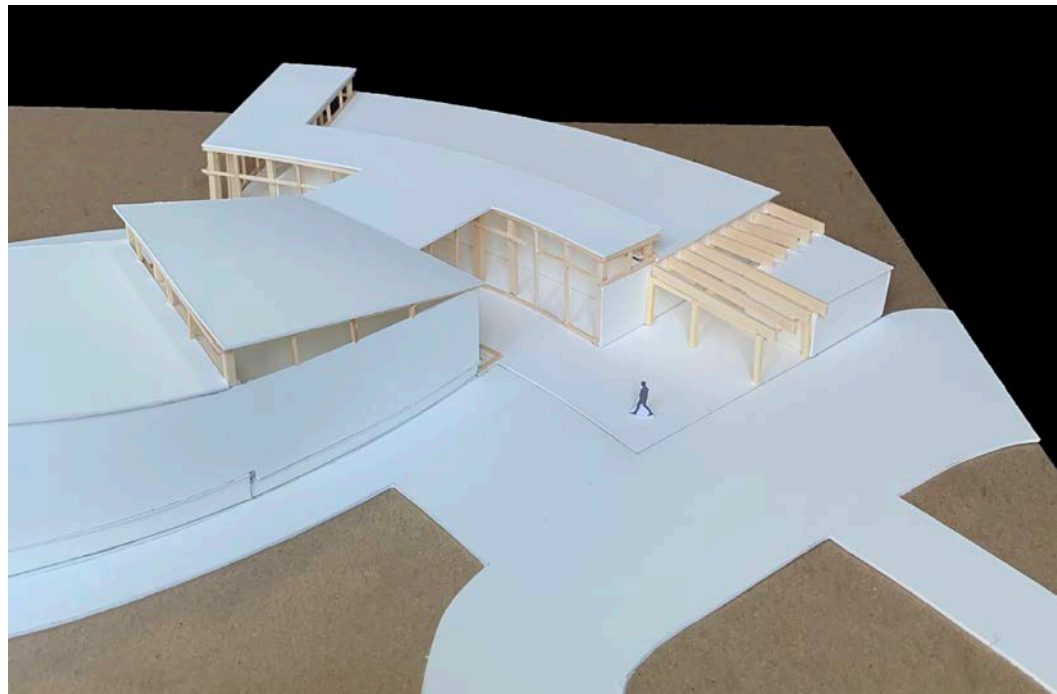
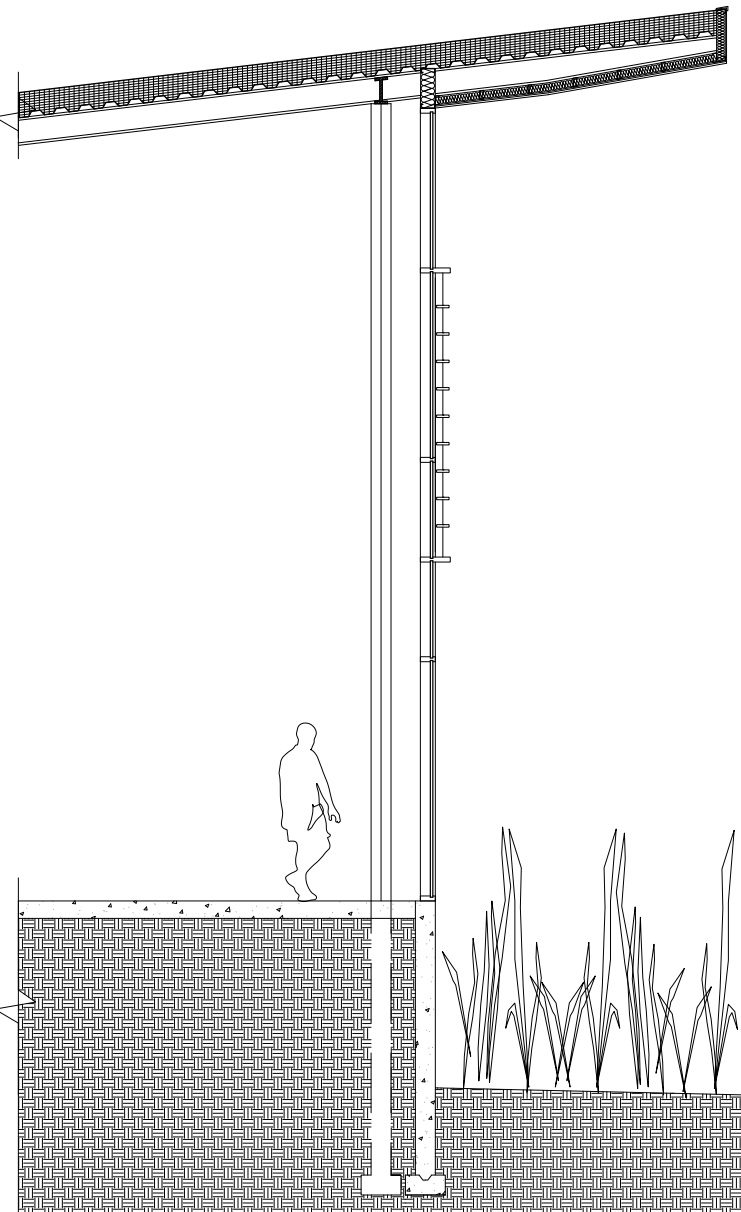
CIRCULATION



ACCESSIBILITY



SITE PLAN



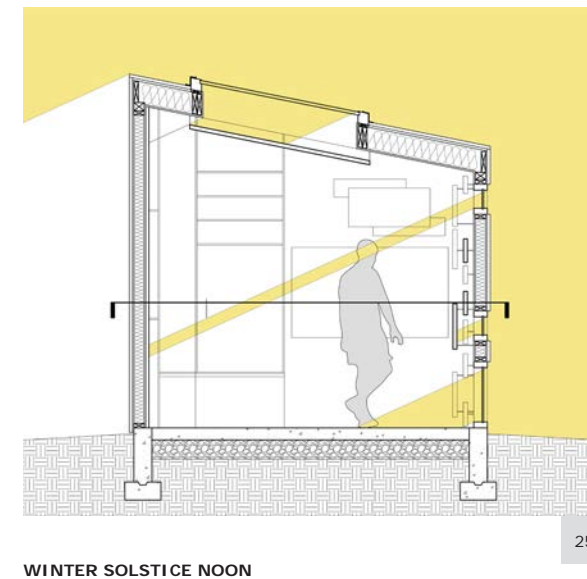
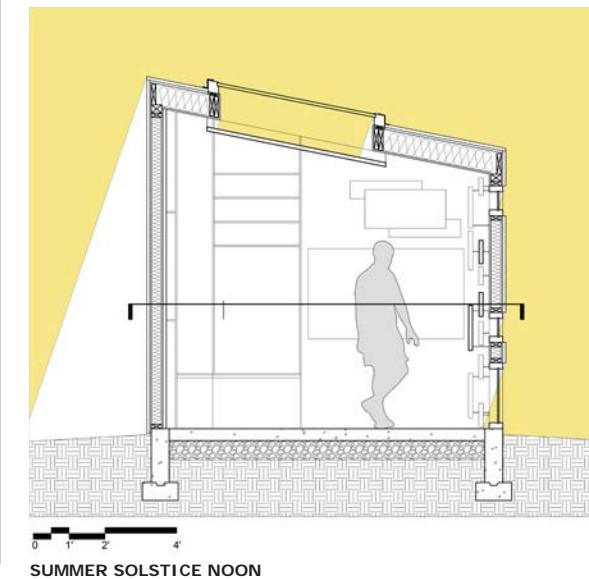
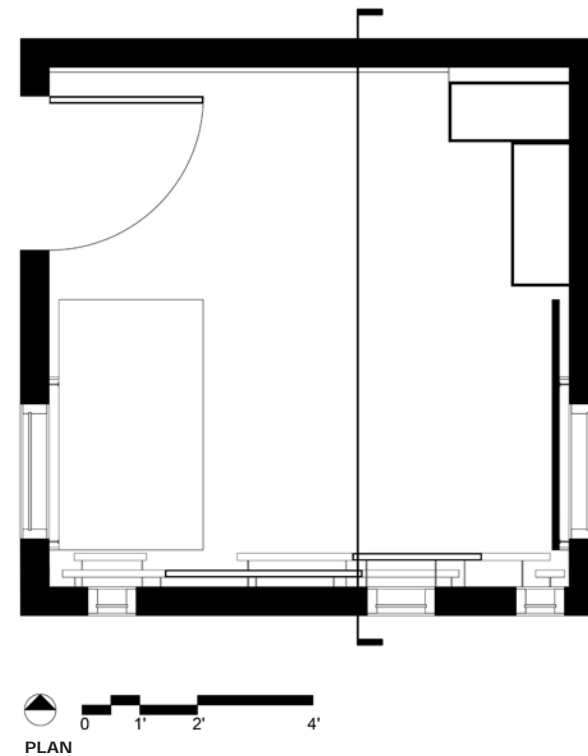
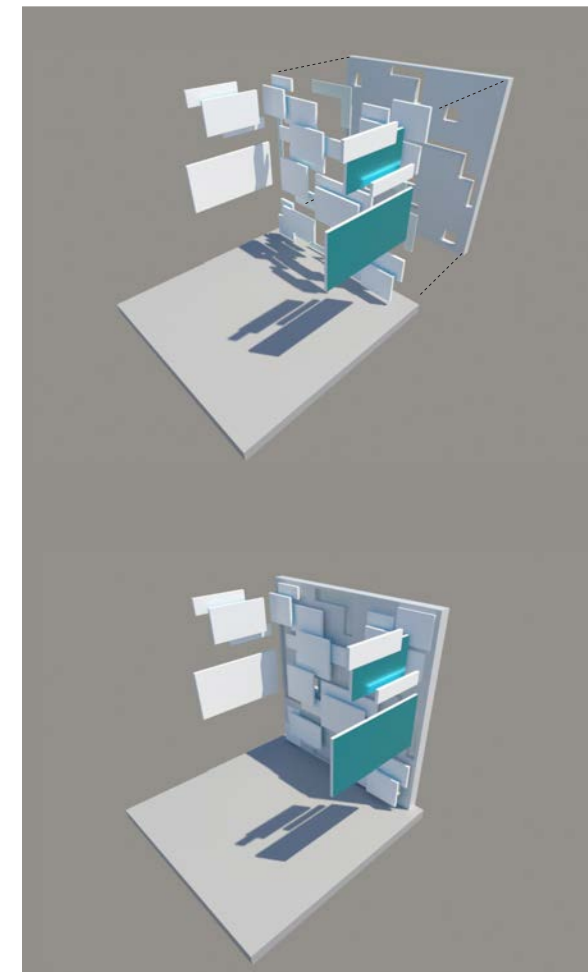
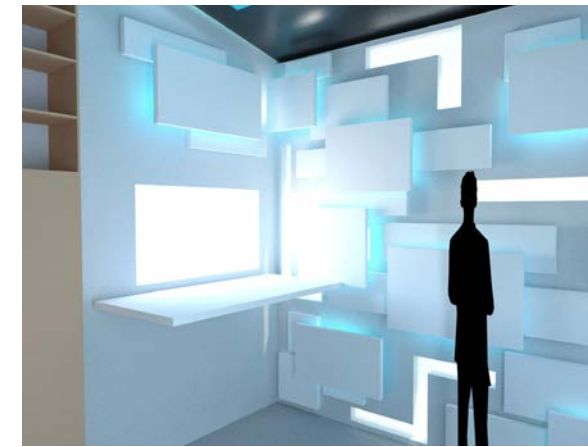
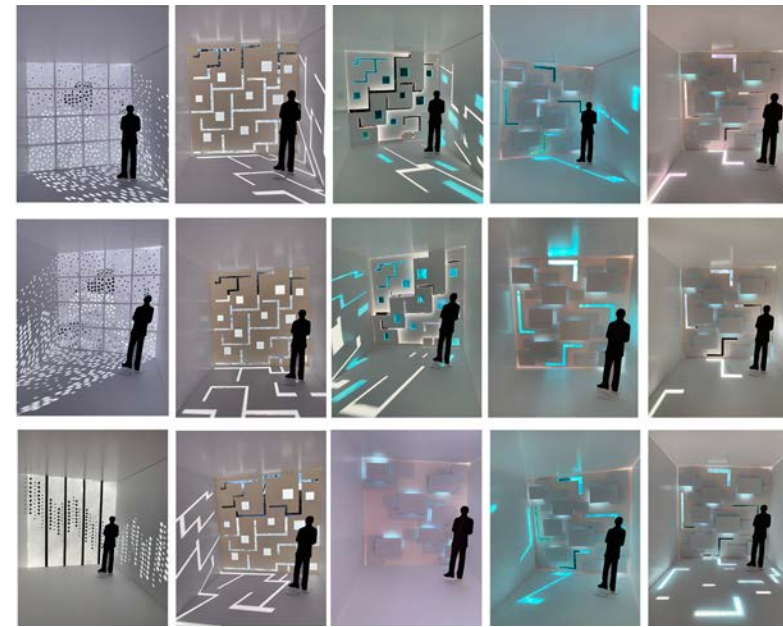
BLUE LIGHT STUDIO

COLLEGE OF DUPAGE | PROFESSOR: MARK PEARSON | 4 WEEKS

OBJECTIVE: This assignment has a specific focus on manipulating light to create a desired effect, mood, or atmosphere. The objective is to create a 10' 10' personal space that carries the characteristics of an intially designed light wall.

CONCEPT: The concept of the light wall and personal studio space are to manipulate light by diffusing or dispersing light and creating a blue hue that contributes to a calm atmosphere.

SOLUTION: The concept of backlighting is achieved through the inclusion of panels offset 6 inches from the South-facing light wall in front of windows. The panels are backed with a highly reflective blue material such that when light penetrates the widndow, it reflects off the material and disperses and diffuses the blue color throughout the space. This light wall design is then included in the design for a personal studio and workout space. Panels were inclded on three walls. A desk-sized panel is included on both the East and West walls so they can be folded down and act as a studio desk, or folded up, enabling an open fitness area. A mirror is positioned on the North wall to make the wall the focal point of the space and continue the color throught the room.



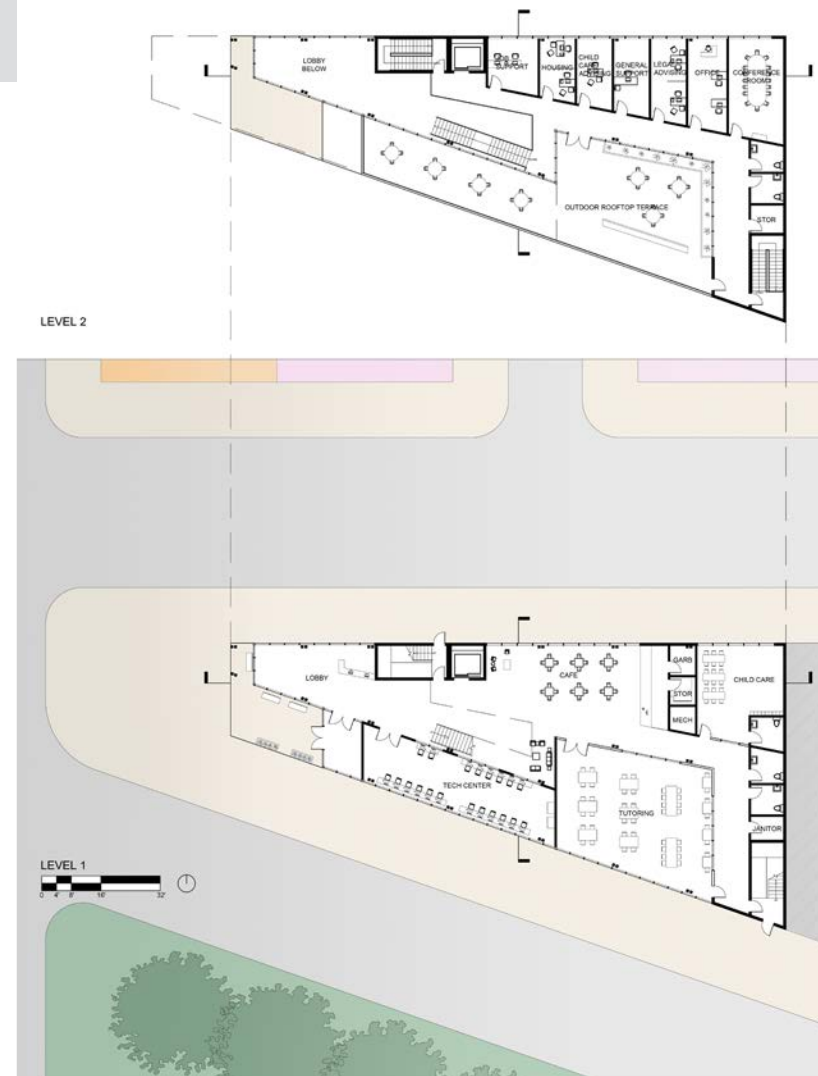
SIGHTLINES CRC

COLLEGE OF DUPAGE | PROFESSOR: MARK PEARSON | 12 WEEKS

OBJECTIVE: The program for this project requests a community resource center situated on an irregular-shaped urban site that provides technological, educational, and supportive spaces for the community residents.

CONCEPT: The organization and function of this design plan is focused on relating pedestrian circulation to sightlines to relate the building to its surroundings and provide an easily accessible and comfortable experience for the user.

SOLUTION: The form of the building holds to the overall trapezoidal site to continue lines of sight from the busy northwest corner through the building, thanks to a transparent front lobby, and across the south facing roof terrace. Residents exiting from the subway entrance, church, store, or bus stop are easily drawn in towards the entrance situated to face the corner and be welcoming. The individual walks in to the lobby and can understand the entire building's organization from that one spot, with the private support spaces up above and the public cafe, child care, and educational spaces on the ground level. Visibility follows sightlines of the central hallway and staircase to draw the viewer's eye up and out to the roof terrace, or further into the building itself.



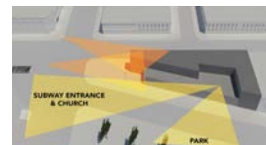
CORNER RELATIONSHIP



FORM



ROOF



VIEWS



PARTI



CONCEPT



VIEW FROM CHURCH



INTERIOR RENDERING



ROOF TERRACE VIEW



VIEW FROM FRONT CORNER



INTERIOR RENDERING



FINAL MODEL



SECTION 2

SECTION 1