

Student Name:

Page | 1

**Topic: Assignment 4:** Bubble and Blocking Diagrams



**Objective:** To help guide the student toward a spatial organization that allows for a seamless interaction between spaces. Bubble diagrams help identify spatial relationships or the relationship that one space has to other spaces and movement or circulations that occurs between spaces.

**Assignment 4:** Bubble Diagrams

1. \_\_\_\_/33 pts. **Utilizing bold markers**, students will **creatively** sketch out (3 sets) bubble diagrams for your project.
2. \_\_\_\_/33 pts. students will graphically indicate both primary and secondary relationships between all spaces.
3. \_\_\_\_/34 pts. Students will graphically indicate both primary, secondary, and tertiary circulation pathways for all areas indicating location and direction of movement. Note that the student must be able to identify primary, secondary, and tertiary **end-users** to properly identify circulation paths.

With the help of the Instructor, Students will choose one of the three diagrams to move forward with the project.

Total \_\_\_\_/100

**Assignment 4b:** Blocking Diagrams for Hotel area

1. \_\_\_\_/After choosing the appropriate set of bubble diagrams, the student will complete the blocking diagrams for Wayfinding.
  - a. \_\_\_\_/34 pts. Students will creatively block out and define all areas.
  - b. \_\_\_\_/33 pts. Students be sure to graphically indicate both primary and secondary relationship between all spaces.
  - c. \_\_\_\_/33 Pts. Students will be sure to clearly identify Primary, Secondary, and Tertiary circulation pathways.

Total \_\_\_\_/100

Note: Please see example of a well-defined Blocking diagram.

Total \_\_\_\_/200