

W01	Student has explicit, theoretically based knowledge including the key issues and has detailed knowledge of selected issues of the theory of architectural designing	AU1_W01
W02	Student knows the issues of designing recreational space	AU1_W16
Skills:		
U01	Student can, thanks to understanding the relationships between the object the surroundings, identify the existing functional and spatial resources, can evaluate these resources and come up with respective conclusions on possible transformations in architecture and town planning	AU1_U21
U02	can carry out critical analysis of the manner of operation and assess the existing solutions as regards the engineering and structural issues in architectural designing	AU1_U18
U03	can, when formulating engineering tasks and solving them, notice their social, historical, natural, economic and legal aspects and well as aspects related to landscape	AU1_U25
Social competences:		
K01	Student can work over a set task independently and can cooperate in a team, assuming a number of different roles therein; demonstrates responsibility in the work performance	AU1_U01
K02	is aware of the importance of non-technical aspects and effects of engineering activities, in this impact upon the environment and liability for environment affecting decisions	AU1_U05
The evaluation methods:		
<p>A series of lectures in the field of Theory of Recreational Architecture is theoretical foundation for the designing recreational facilities. Lectures and classes end with independent credit. Students receive a curriculum with the list of current issues and required design documents. For each type of classes are provided two terms of credit, but the second term is resit credit.</p> <p>Formative assessment: Theory of Recreational Architecture - course credit is conditional on active participation in lectures and credited test, which includes the contents presented at the lectures.</p> <p>Architectural Design of Recreational Developments</p> <ul style="list-style-type: none"> ▪ Evaluation of active participation in classes, discussion of the group and involvement in project work, ▪ Evaluation of timeliness and quality of task implementation during interim and final review, ▪ Group's evaluation consisting of choosing the three best final works. <p>Final grading scale: 2,0; 3,0; 3,5; 4,0; 4,5; 5,0</p> <p>Summative assessment: Theory of Recreational Architecture</p> <ul style="list-style-type: none"> ▪ Colloquium grade (multiple choice test covering the content provided at the lectures). <p>Architectural Design of Recreational Developments</p> <ul style="list-style-type: none"> ▪ Summative assessment consists of the grades given by teacher during interim and final review, evaluation of student's activism and involvement and group assessment. <p>Final grading scale: 2,0; 3,0; 3,5; 4,0; 4,5; 5,0</p>		
Positive grade for module depends on achieved by student all learning outcomes specified in the syllabus.		
Course contents		
Lectures - Theory of Recreational Architecture		
<ol style="list-style-type: none"> 1. Concept systematics: recreation, leisure, tourism. 2. Recreational functions in architecture and urban planning – an outline of historical development. The evolution of sports and recreational assumptions from antiquity to present. The origin of recreational functions in the city. 3. The structure of recreational development of agglomerations. Relations: flat – work – leisure. Social characteristic of recreation. Attractiveness, availability and absorption of recreational areas. Programming the distribution of land and recreational facilities in the city (housing estate, district and citywide). Zones, facilities and objects of daily, weekend and seasonal leisure. Functional complexes of resorts. 4. Legal requirements and design rules of sport halls, including safety and visibility rules. Types of games fields. The forms and constructions of tribunes. Structural systems of sports halls. Standards for spatial organization and multifunctional equipment of sport halls. 5. Architecture for water recreation, indoor swimming pools, bathing beach, swimming pools. Rules for designing water recreation objects; zones, functional and programming schemas; equipment; water treatment technologies. FINA regulations. 		

6. Recreational development of urban waterfronts – marinas and river harbors, canoe trails and rowing tracks; social, landscape, ecohydrological, communicational (waterways) and legal determinants of river basin development. Recreational architecture on greenfield sites – on the example of equestrian centers. Location models and functional and spatial systems of horse recreation centers. Designing indoor riding-school.
7. Landscape development for recreation – parks and playgrounds – rules of recreational space design for different age group of users. The impact of forms of recreational architecture, interactions in open and urban landscape. Examples and design rules of golf courses.

Classes - Architectural Design of Recreational Developments

The classes program includes preparing recreational development project and architectural concept of sports and recreational object (for example multifunctional sports hall, indoor swimming pool, centre of water sports, horse riding centre, recreational centre, hotel, guest house, etc.) with park lots, sanitary and catering facilities and audience for 200 people.

The program is implemented in three phases:

Phase 1 – inventory and urban and landscape analysis of location area to define problems and formulate design guidelines. Phase 1 is simulation of working in multidiscipline teams (2-3 people), whose members have a task of collecting and analyzing the conditions in the following areas: environmental quality and landscape attractiveness, social and cultural conditions, function of areas and structure of recreational development, types and quality of the building, technical and communication infrastructure (scale 1:25 000, 1: 10 000, 1: 2 000). Phase ends SWOT analysis, presentation of conclusions in the forum of group, the formulation of problems, guidelines and design constraints.

Phase 2 – development of land management conception. Individual work (or in teams of 2-3 people) which rely on development of functional program and alternative concepts of arrangements of greenery and building within the plot (scale 1:1000, 1:500). The project should includes: a. Zoning: division of land into functional zones; b. Transport and communication: functional and technical relations; c. verdure: spatial layout and functions of green areas; d. Building: spatial layout and functions of objects; e. landscape context: compositional and cultural relations. The phase end with review of variant concepts, which are analyzed multicriteria to identify an optimal version of land management project.

Phase 3 – architectural concept of recreational and sports facility. The individual task (or in teams of 2 people), consisting of development of architectural concept of the object according to established specification, selection of appropriate functional, constructional and formal solutions integrated with land management project and landscape context (scale 1:200, 1:100 – projections, sections, facades, visuals and working model)

Basic bibliography:

1. Bartkowicz B., *Wpływ funkcji wypoczynku na kształtowanie struktury przestrzennej miast*. Politechnika Krakowska, monografia 33, Kraków 1985
2. Kappler H.P., *Baseny kąpielowe*. Arkady, Warszawa 1977
3. Mokrzyński J., *Architektura wolnego czasu*. Arkady, Warszawa. 1973
4. Mokrzyński J., *Urządzenia Turystyczne*. Arkady, Warszawa. 1973
5. Neufert P., *Podręcznik projektowania architektoniczno-budowlanego*, Arkady, Warszawa 1998
6. Rozporządzenia Ministra Infrastruktury z dnia 12 kwietnia 2002 r. w sprawie warunków technicznych, jakim powinny odpowiadać budynki i ich usytuowanie

Supplementary bibliography:

1. Błądek Z., *Hotele*. Palladium, Wągrowiec 2001
2. Januchta-Szostak A., *Ośrodki jeździeckie jako element struktury zagospodarowania rekreacyjnego Wielkopolski*, praca doktorska, Wydział BAiŚ Politechniki Poznańskiej, Poznań 1999.
3. Kosiński W., *Organizacja przestrzenna wypoczynku weekendowego*. PWN. Warszawa-Łódź 1981
4. Perrin G.A., *Sport halls & swimming pools. A design and briefing guide*. E.&F.N. Spon Ltd. London New York 1980
5. Sturzebecher P., Ulrich S., *Architecture for sport*. Wiley-Academy, Great Britain 2002
6. Wimmer M., *Olympic Buildings*. Edition Leipzig, 1976
7. Wirszytło R., *Urządzenia Sportowe*. Arkady, Warszawa 1966

The student workload

Form of activity	Hours	ECTS
Overall expenditure	118	4
Classes requiring an individual contact with teacher	77	2
Practical classes	86	3

Balance the workload of the average student

Form of activity	Number of hours
participation in lectures	15 h
participation in classes/ laboratory classes (projects)	60 h
preparation for classes/ laboratory classes	12 x 2 h = 24 h
preparation to colloquium/review	17 h
participation in consultation related to realization of learning process	2 x 1 h = 2 h
preparation to the exam	0 h
attendance at exam	0 h

Overall expenditure of student:

4 ECTS credit**118 h**

As part of this specified student workload

- activities that require direct participation of teachers:

$$15 \text{ h} + 60 \text{ h} + 2 \text{ h} = 77 \text{ h}$$

4 ECTS credits