

Hannah Fajnor

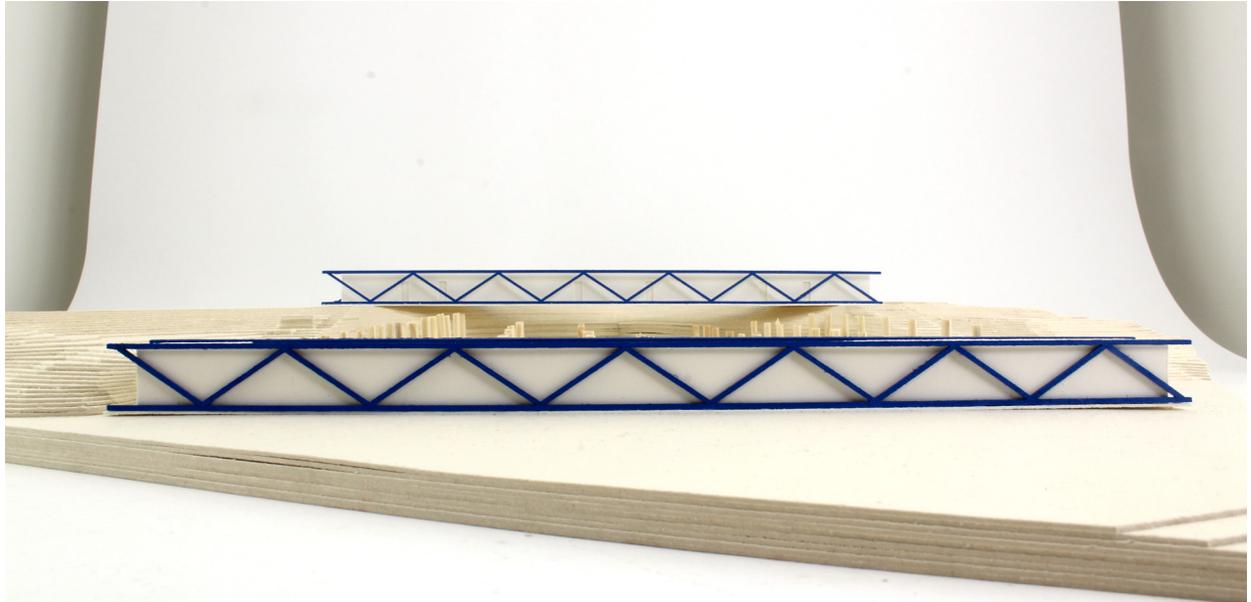


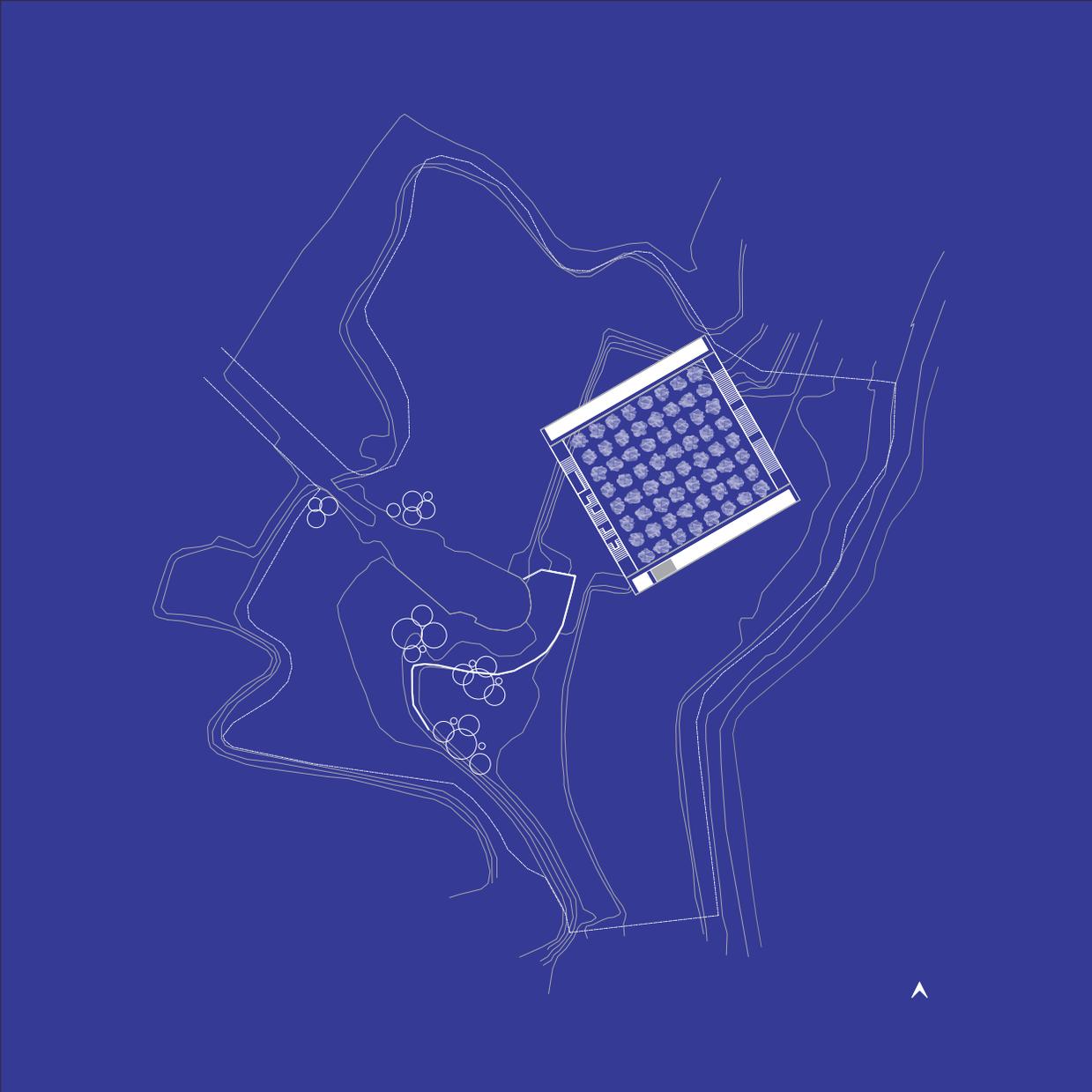
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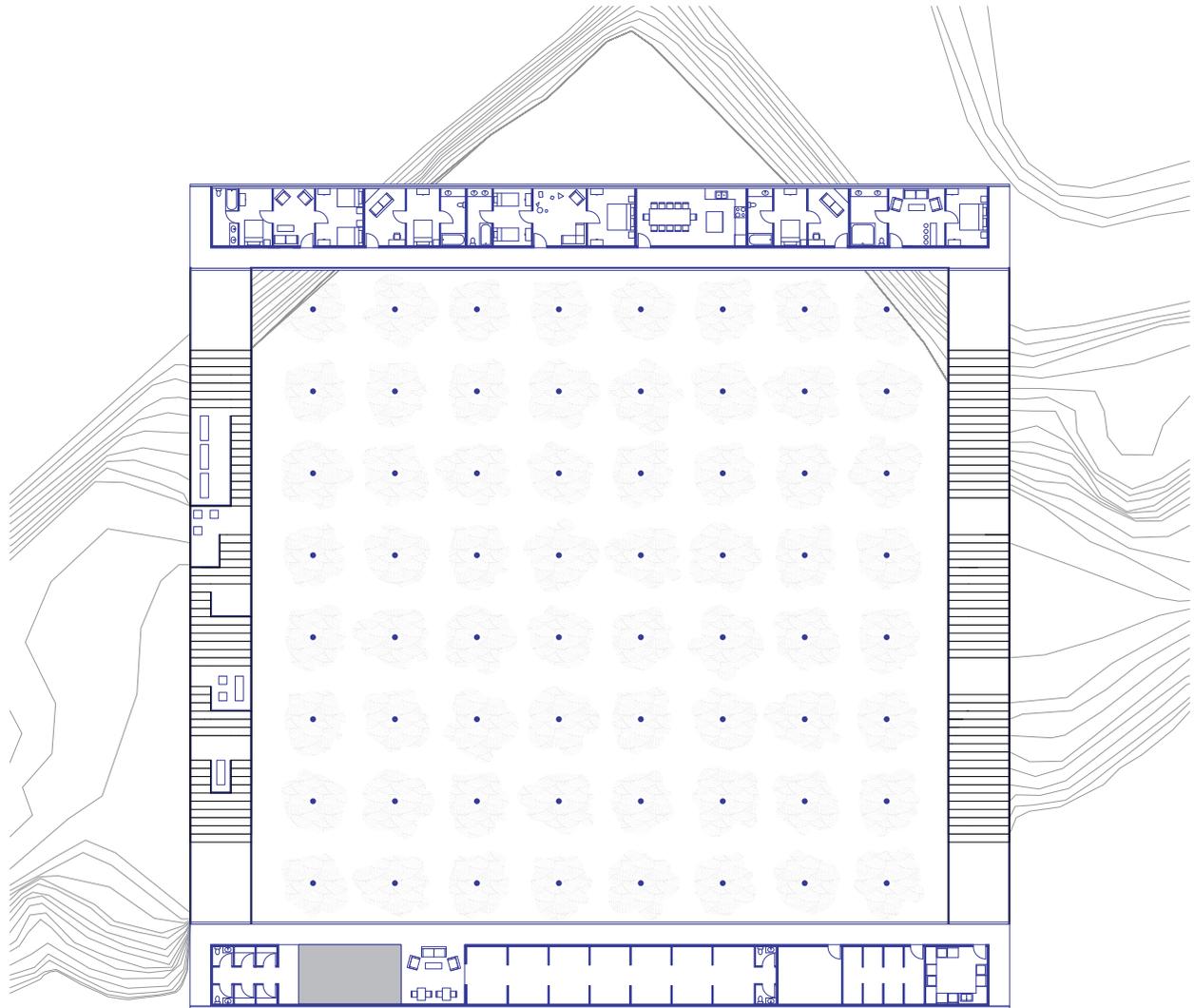
## Dynamic Dwelling: The Co Op

On a plateaued Spanish site, two bars sit connected by grand stair cases. The northern bar is suspended by the cliff side and houses those who work the citrus orchard below. Residents use the more utilitarian set of stairs to reach the market and lounge on the southern portion of the site. There they sell their produce and interact casually with each other in common areas. The remaining stair is full of scenic lookouts for the guests visiting the orchard. There is plenty of seating and opportunities to enjoy the undulating landscape created by the differing species of citrus trees.

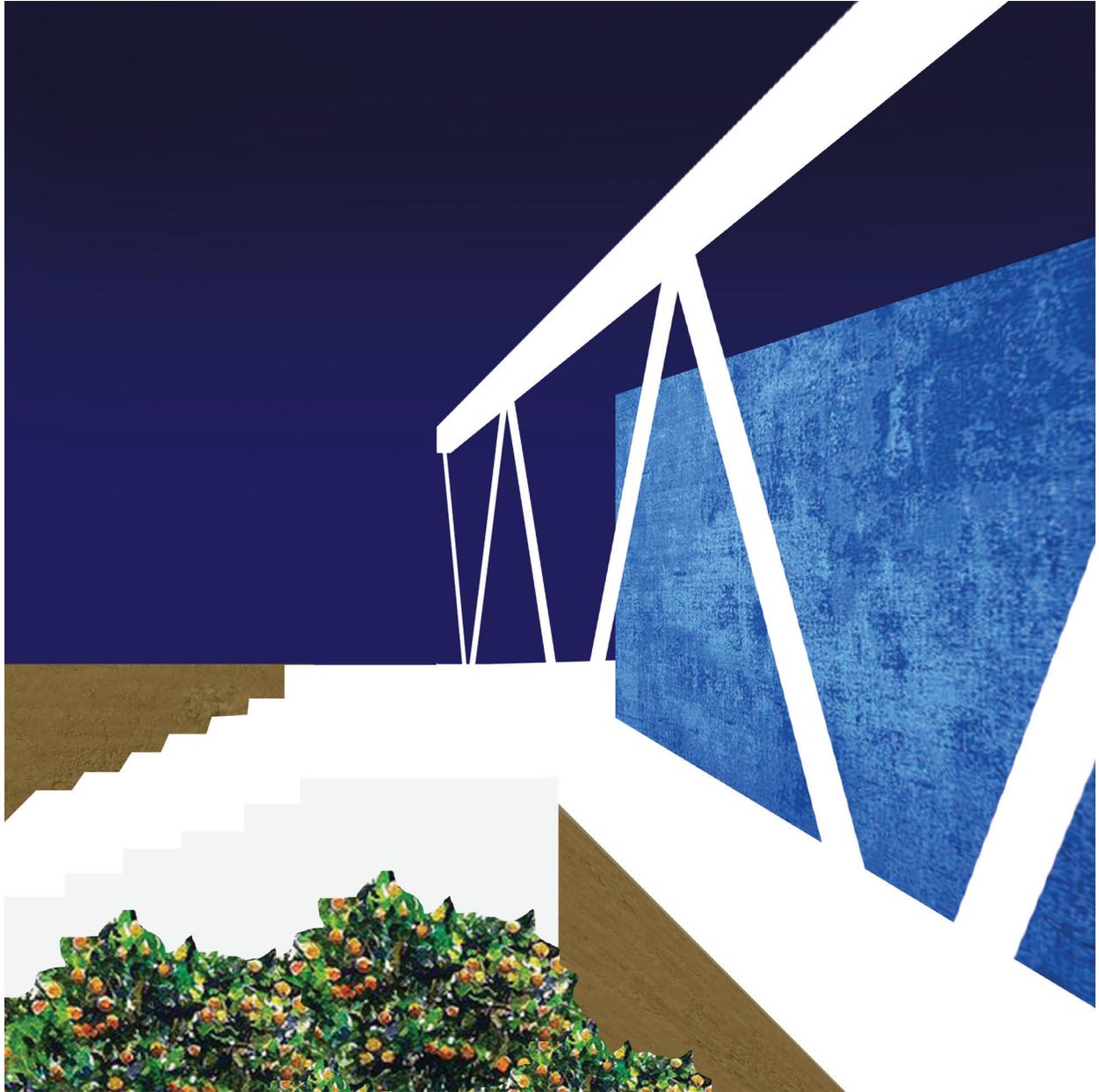
Winter 2018

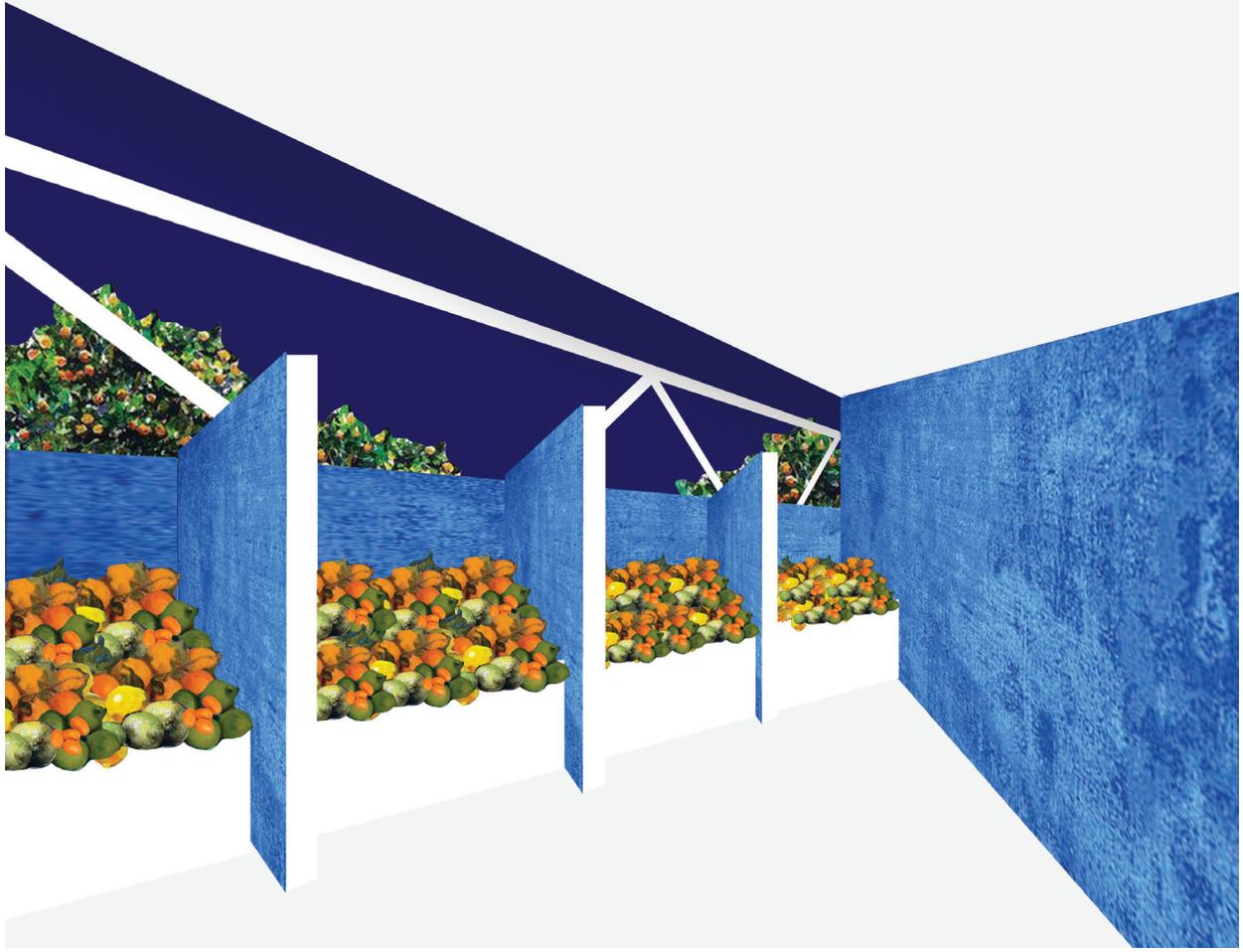












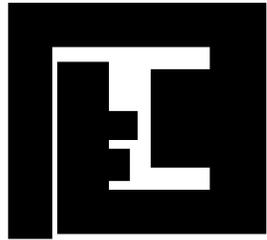
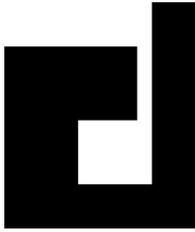
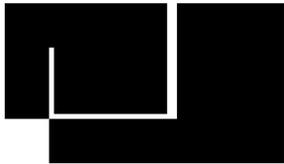
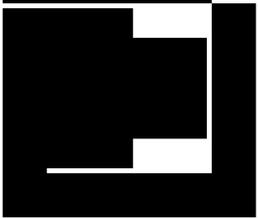
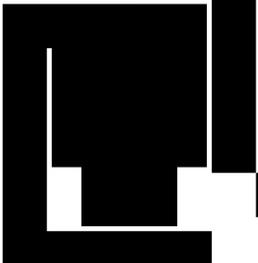
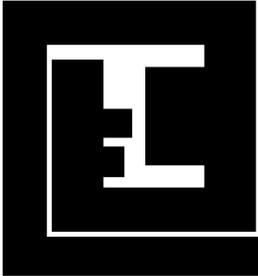


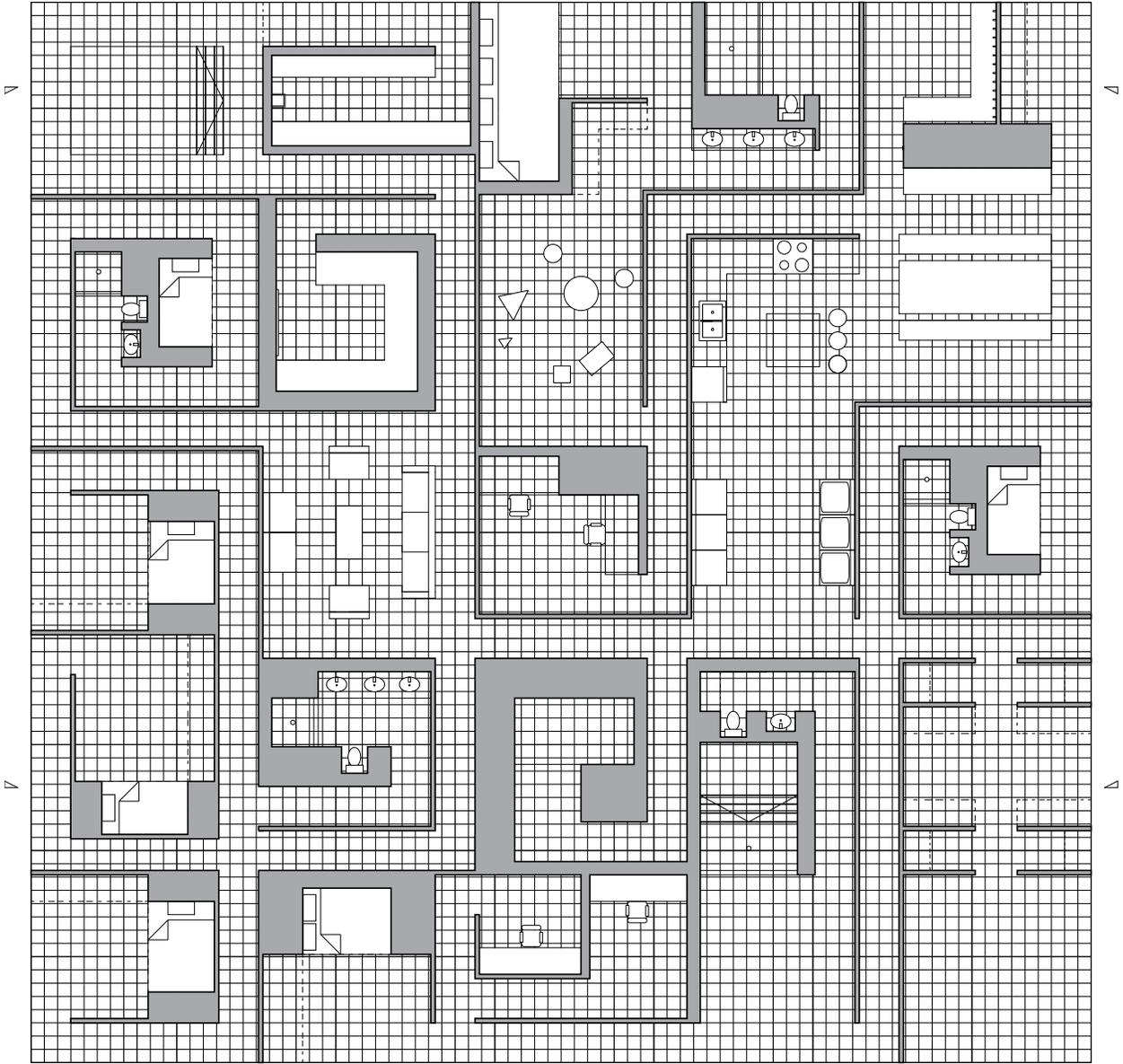
# Dynamic Dwelling: The Private Grid

This site-less proposition tests the limits of spatial implications rooted in social standards regarding intimacy. No doors are to be found; privacy comes from narrow corridors wrapping the most intimate spaces. Sexuality is removed from the bedroom and is instead explored in a public realm, leaving bedrooms for family enrichment and rest. Acts such as bathing and dining are emphasized as tools of bonding. All of these new social codes are met by a strict 5x5 grid. Paths of movement are rigid and deliberate, keeping all residents conscious of their destination.

Winter 2018





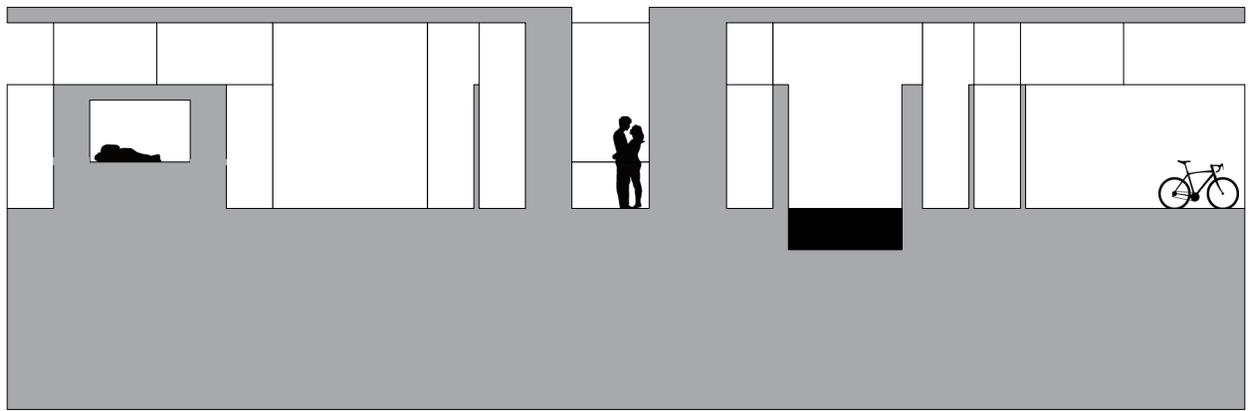
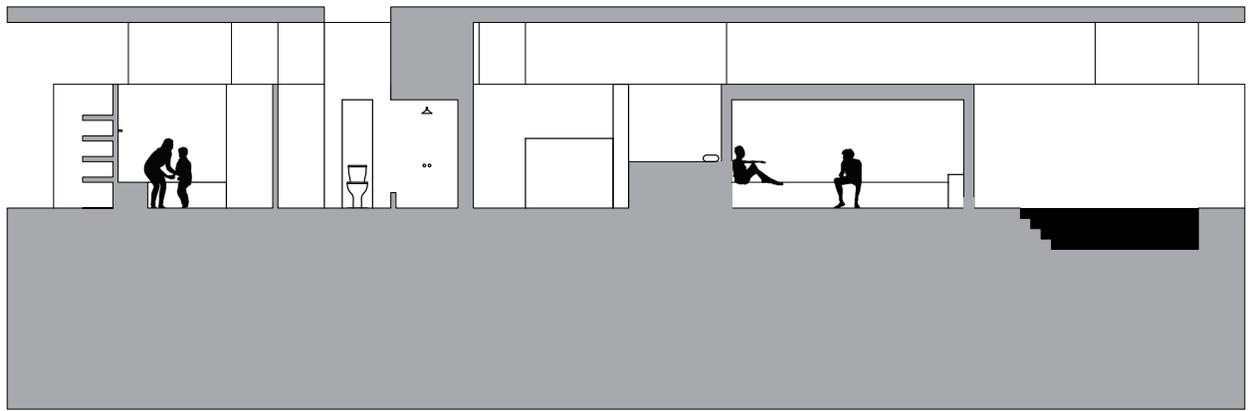


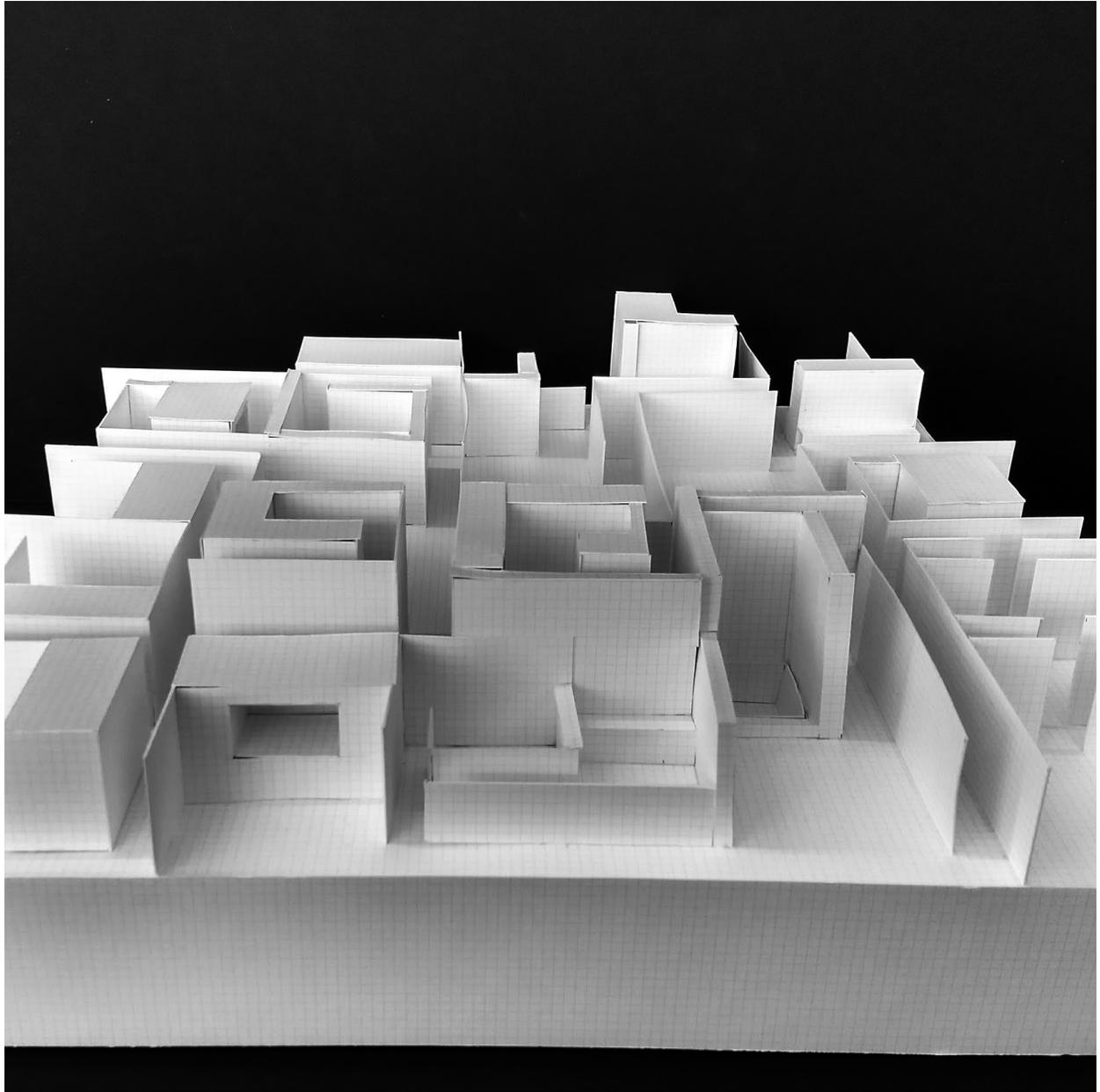
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# Dynamic Dwelling: Optimized Obstruction

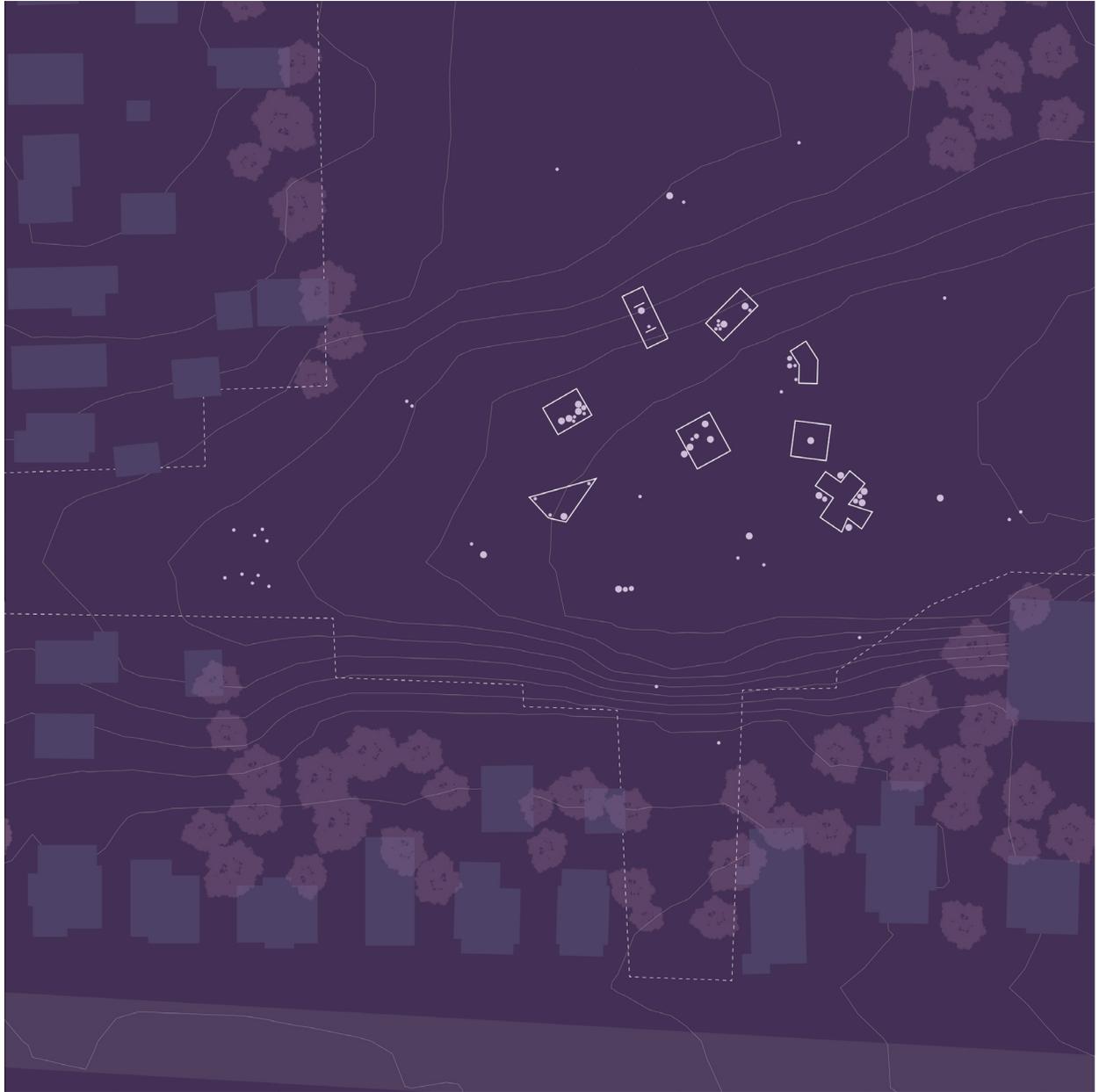
An existing Ann Arbor site is randomly littered with boulders. The boulders are then treated as immovable objects to be embraced by the architectural element of plain white walls. Obstacles are used to dictate spacial arrangement, play the role of spectacle, and also continue being used as a visual and physical obstruction. Quirky moments like a room with nothing but a boulder inside, and a bathroom with two toilets separated by only boulders indicate the possibilities of such a project. Although occasionally unorthodox, this also illustrates great residential opportunity.

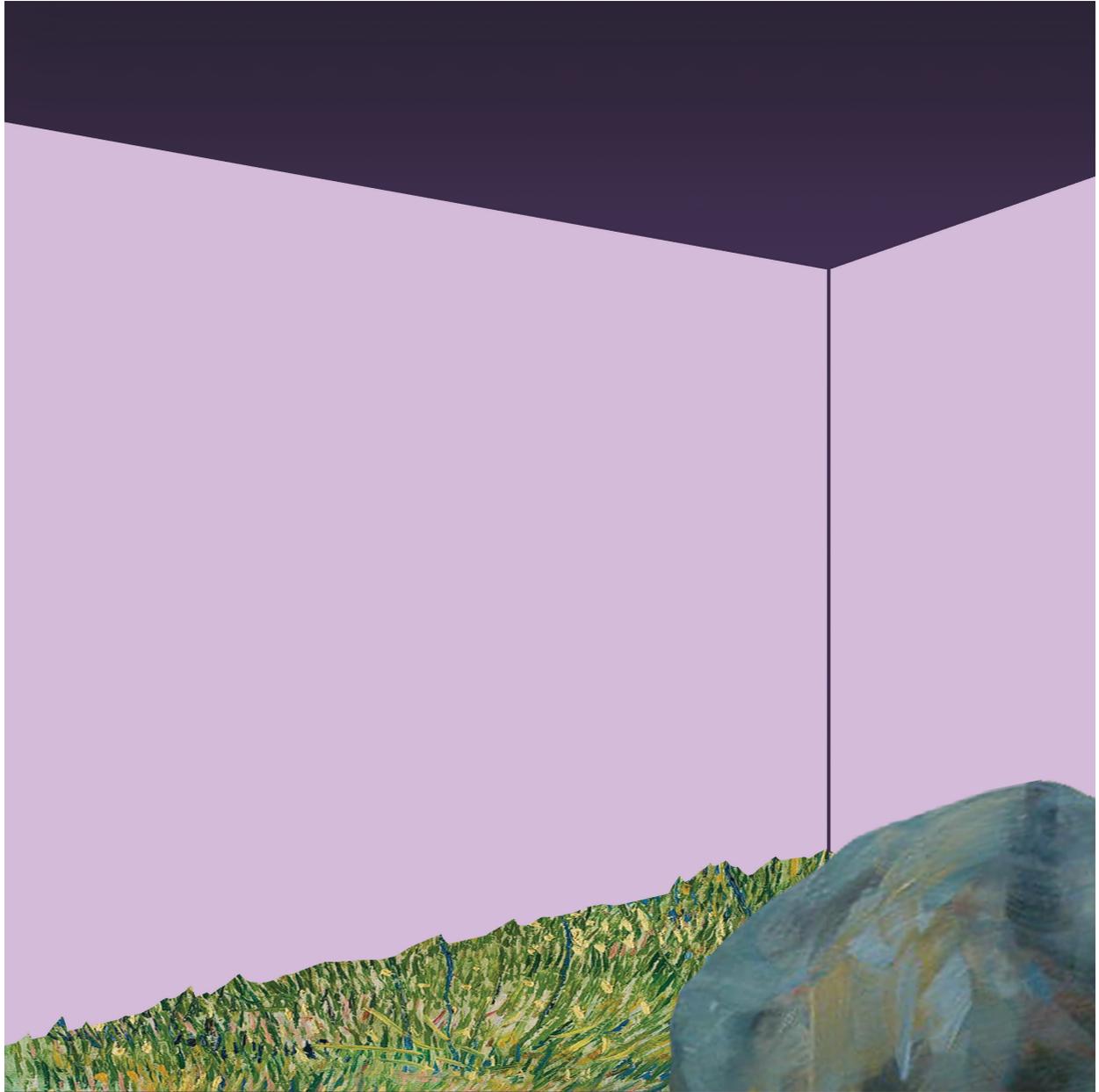
Winter 2018



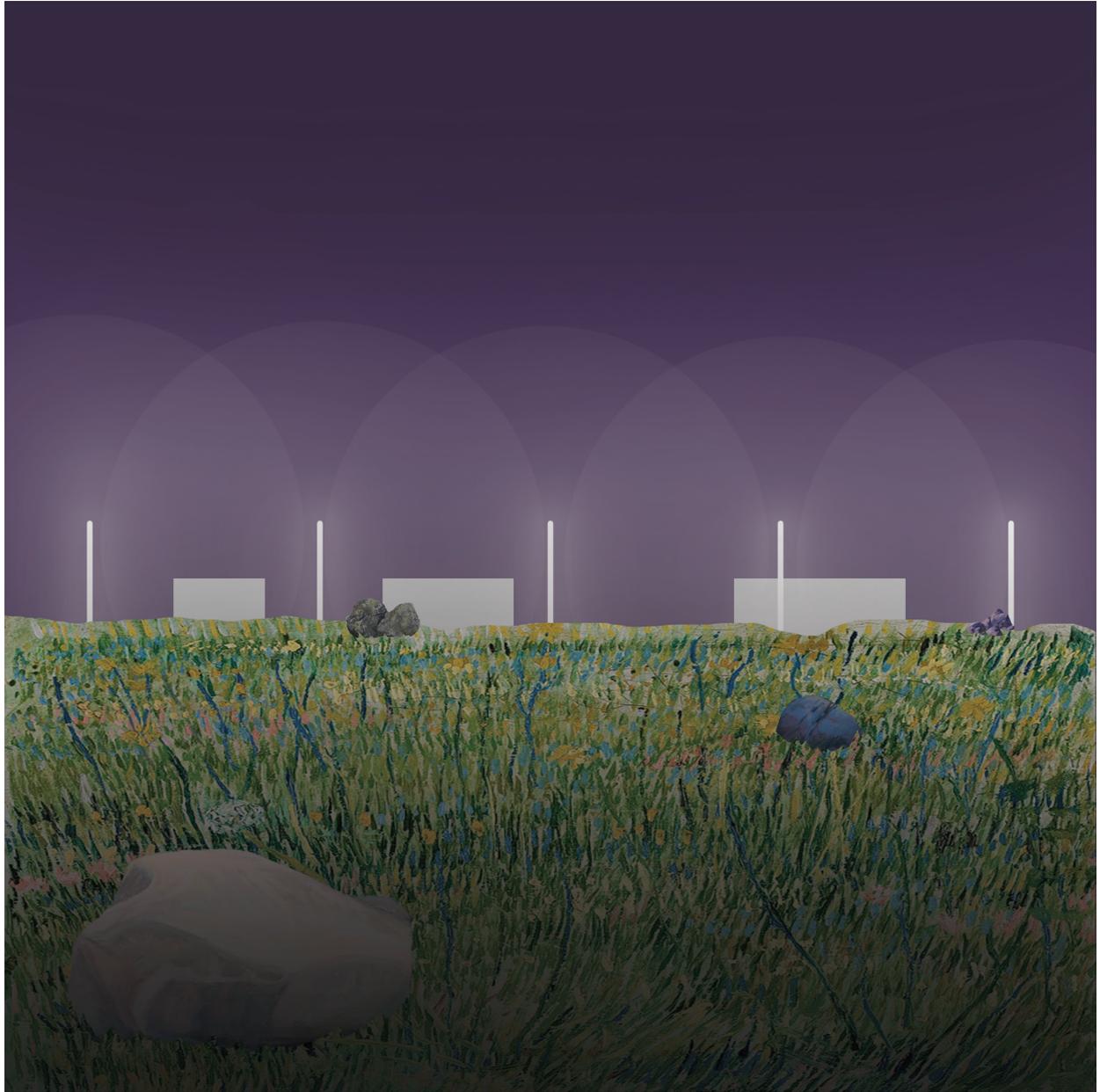
 Robert J Stevenson  
DDS, PC

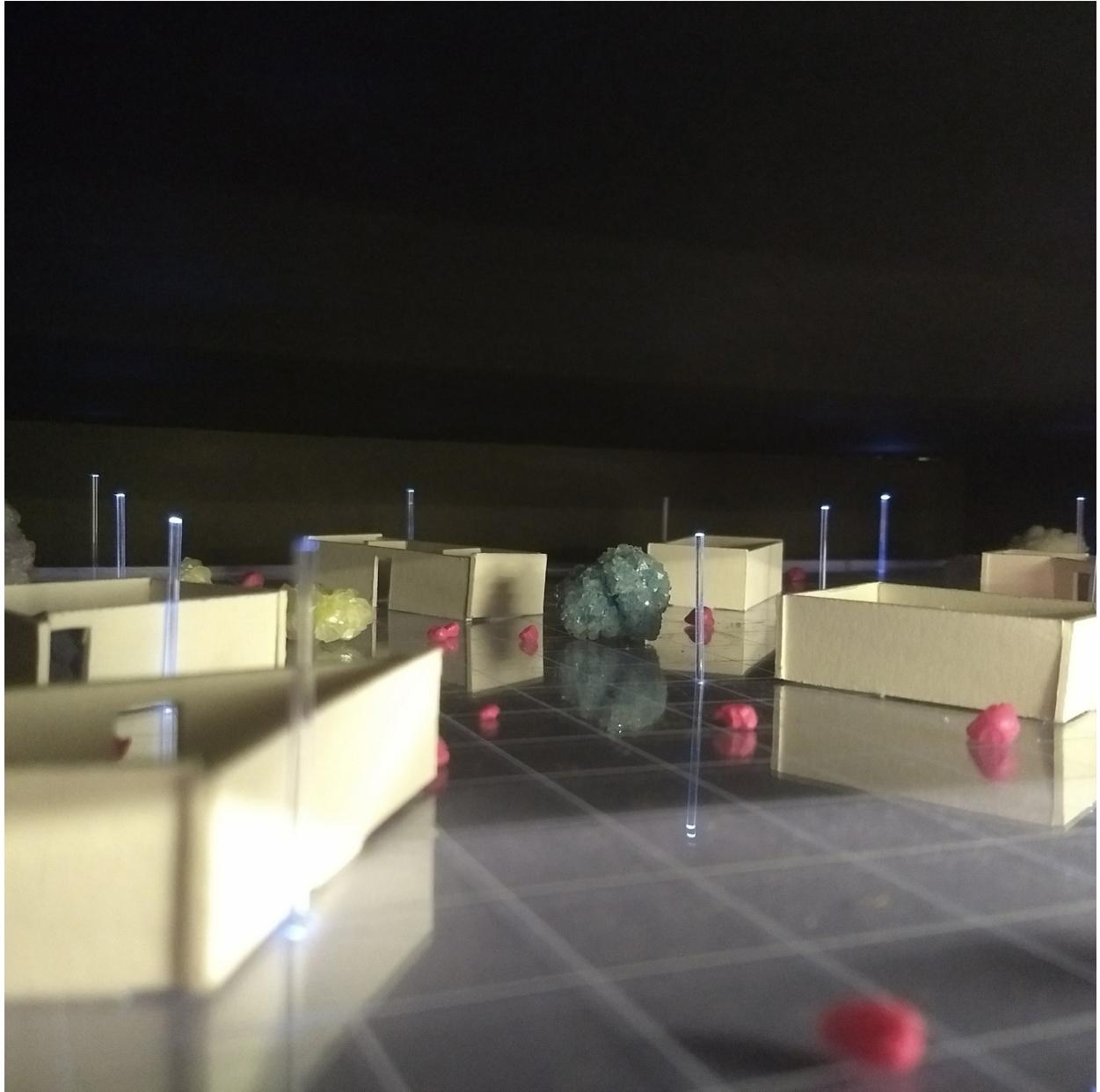










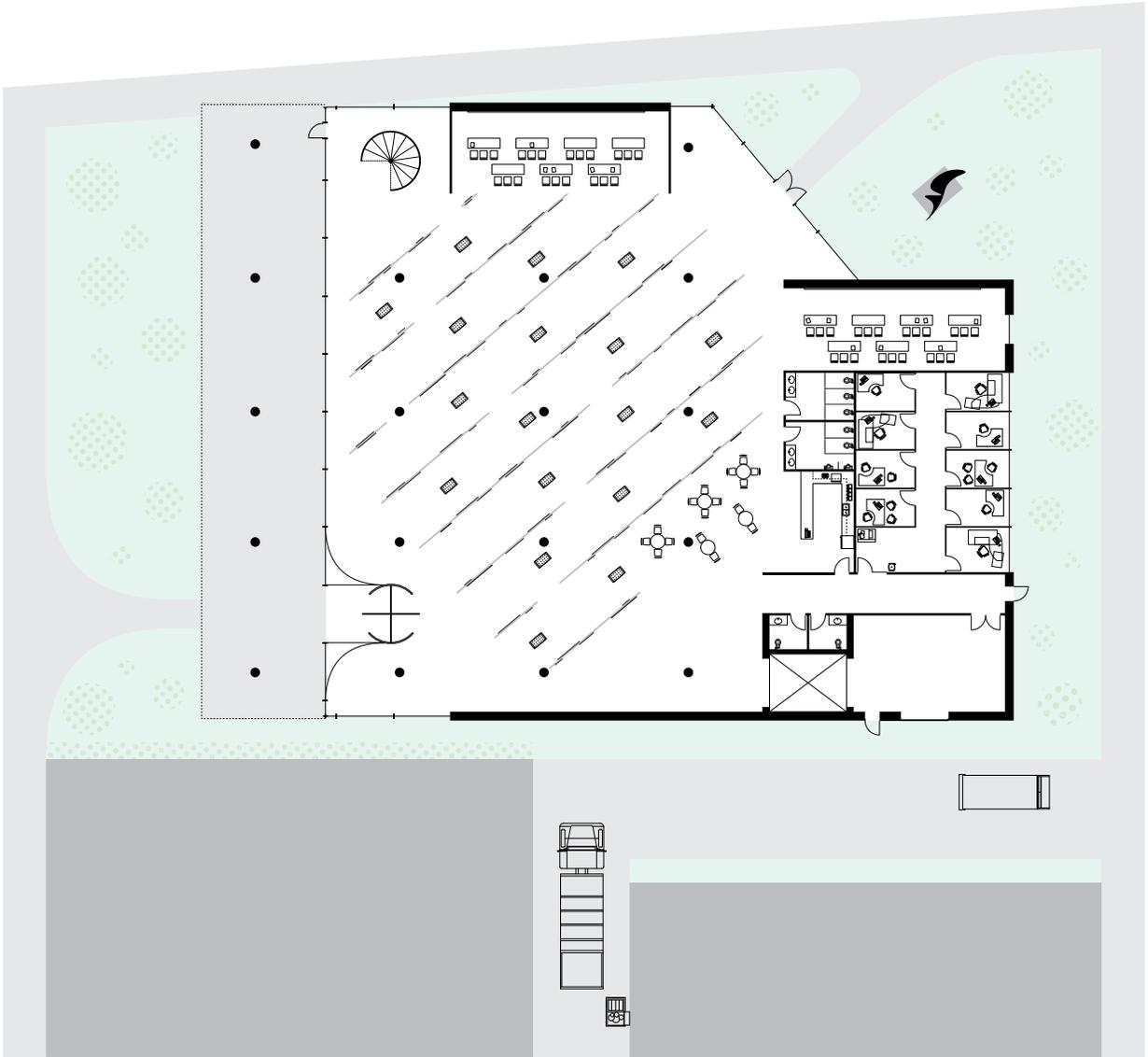


## Insert Ballroom

Sited in Pittsburgh's cultural district, this proposition brings together an art gallery and school for performance. The binding agent between these two programs is a grand ballroom on the second level. The ballroom is read as an object in space and not simply a room. There are several rotating walls that allow the adjacent spaces to flow in and out of the ballroom. It is used as a gallery during the day, but can be shifted into an educational, performance, or banquet space in the evening. The rotating walls allow for manipulation of event space allowing for thorough flexibility.

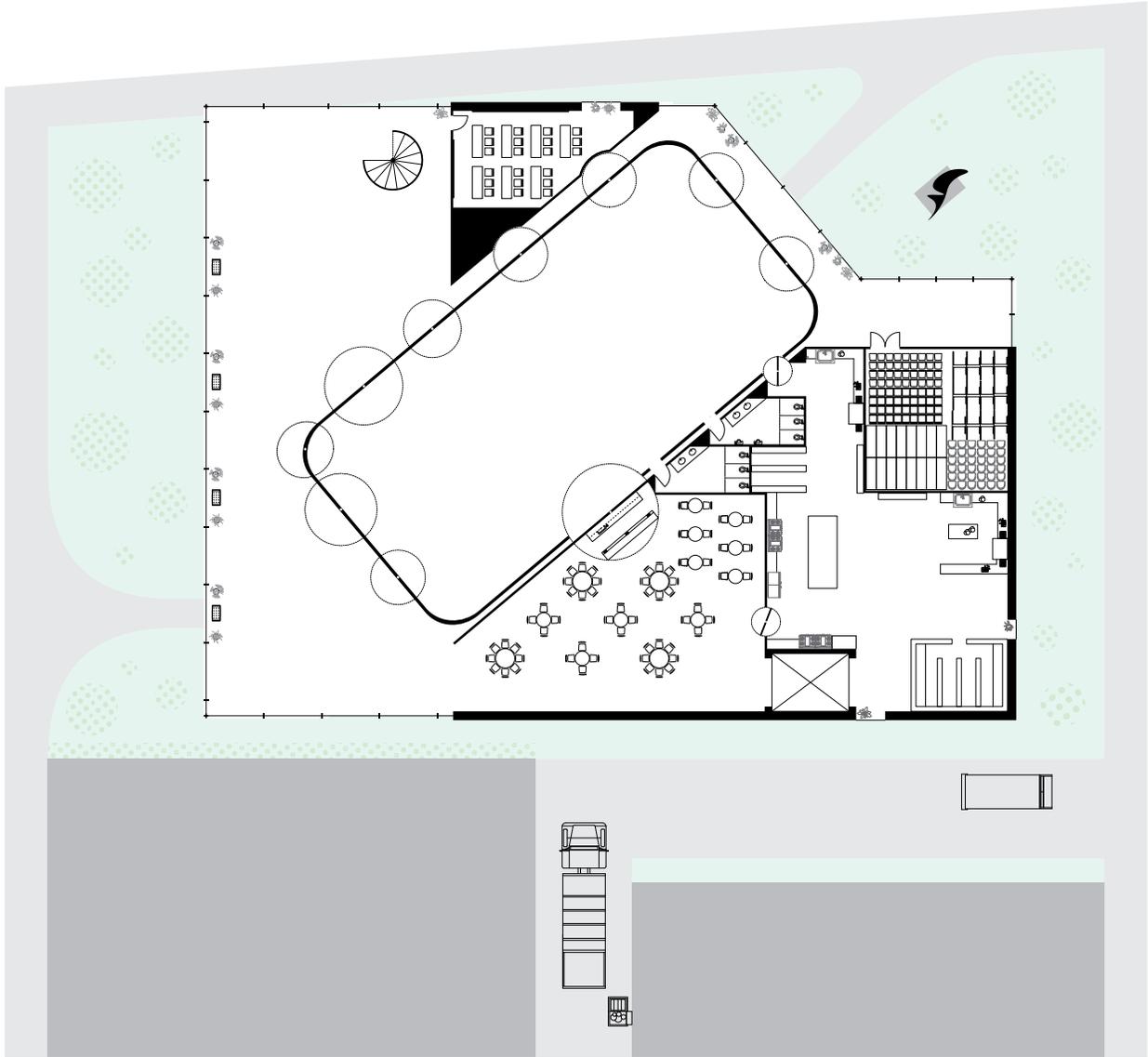
Fall 2018

In collaboration with R. Douglas

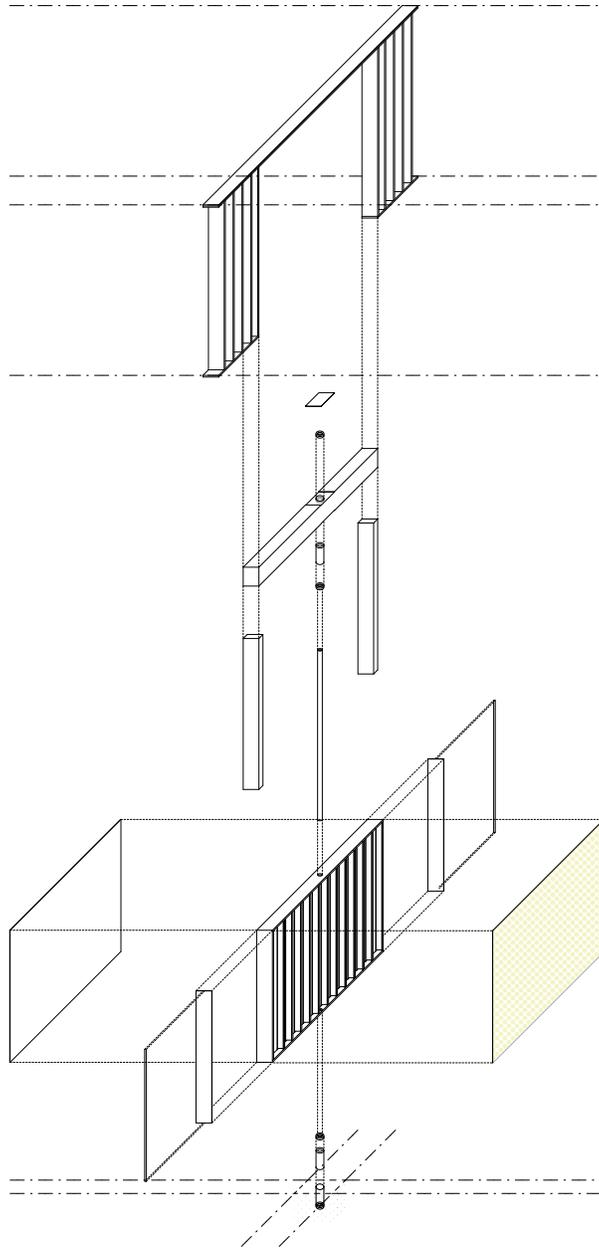


0 10 20 50  
FIRST FLOOR PLAN  
1/8" = 1'-0"





5 10 20 30  
SECOND FLOOR PLAN









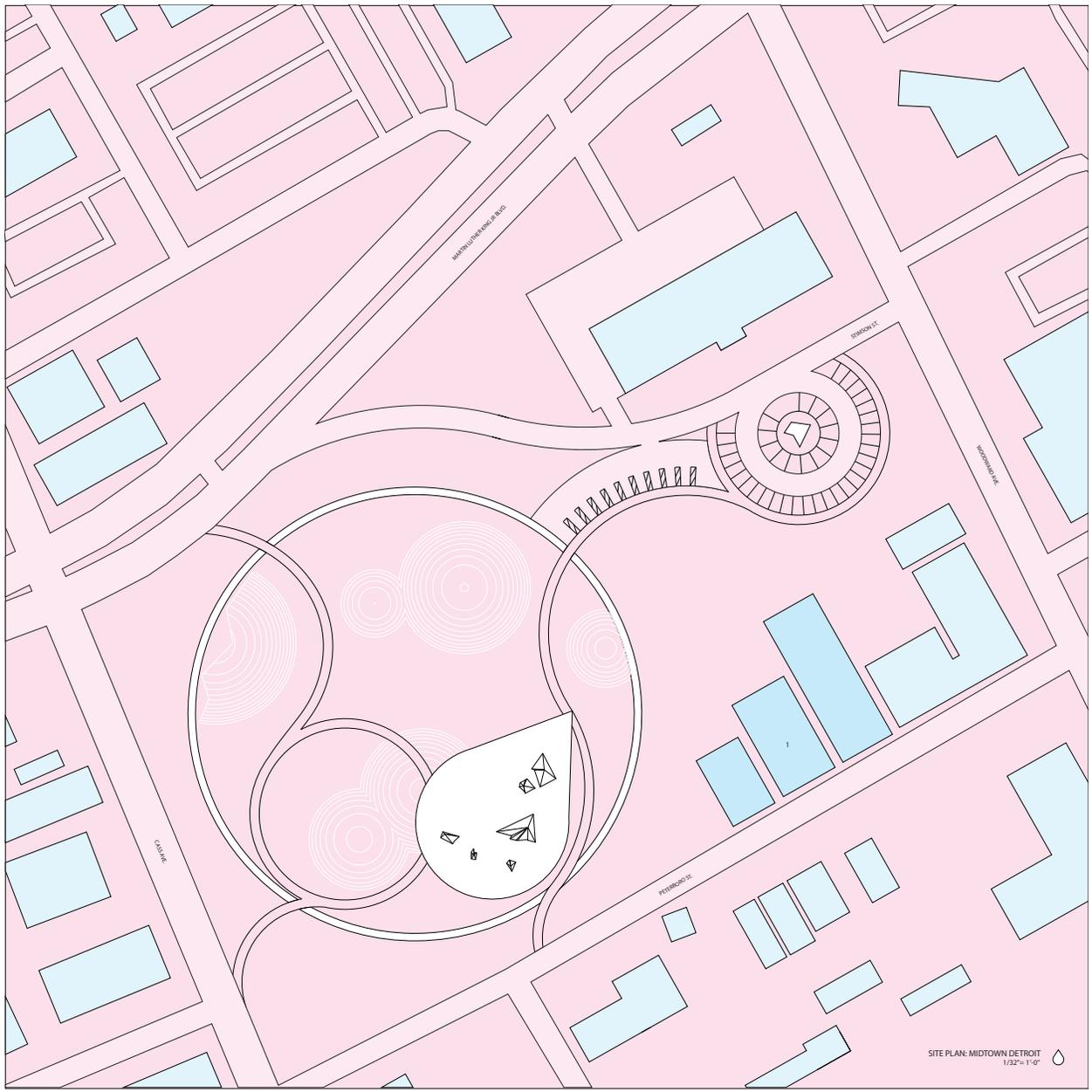


# Counter Curricula: The Pink Place

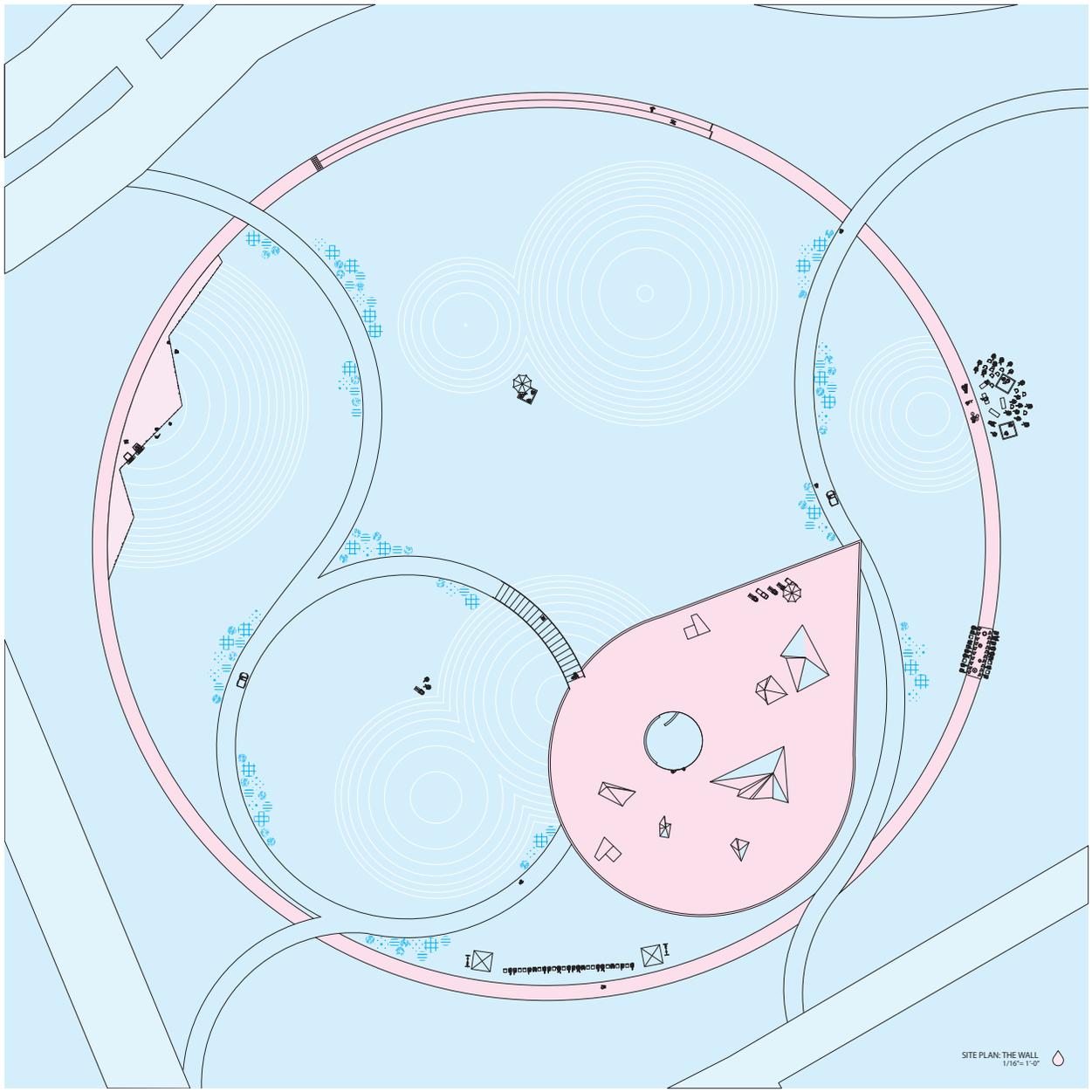
## Wallenberg Design Competition

Located in the heart of Midtown Detroit, The Pink Place allows students the freedom to peruse interests beyond those that prepare them for capitalist production. It welcomes all who are open to learn despite physical or financial standing. The Pink Place is designed to go the extra mile to maintain a consistently accessible experience to every single student. Financial accessibility is primarily achieved through self-service. Although The Pink Place is wrapped by a thick wall, it is used as a tool of invitation. It is an outward expression of the potentials found inside of the building.

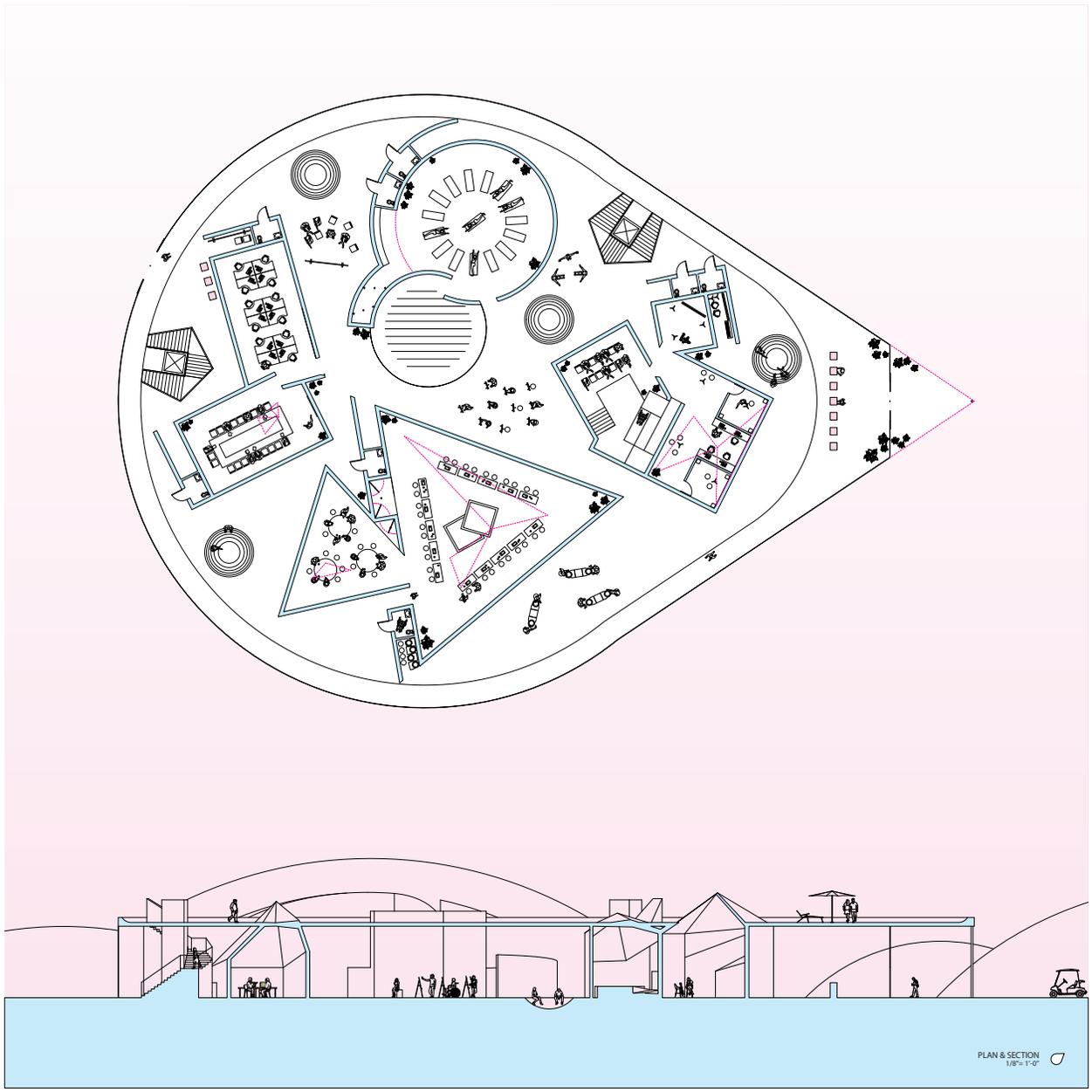
Winter 2019



SITE PLAN: MIDTOWN DETROIT  
1/32" = 1'-0" 



SITE PLAN: THE WALL  
1/16" = 1'-0"



PLAN & SECTION  
1/8" = 1'-0"

We provide **supplemental elective education** to all who have interests left unsatisfied by academic institutions previously or concurrently attended. We do not certify or grant degrees of any kind, only enrich the lives of those who choose to participate. Our curriculum is composed of **free mini courses** in four general categories: **wellness, information, performance, and craft.**

Students enroll in our courses using **self-serve kiosks**<sup>1</sup>. Any additional assistance required by students is provided by our team of **volunteer docents**. The Pink Place offers our docents standard issue originally designed pink smocks. This keeps them easily recognizable and tidy in our spaces of making.

At The Pink Place **physical accessibility** is also held in high regard. **Experiential equality** amongst all students has always been our goal. All restrooms are handicap accessible and gender-neutral. All circulation cores arrive to precisely the same destinations, and transportation<sup>2</sup> is provided to those with mobility issues.

We have a shallow wall rich with activities, hills and scenery<sup>3</sup> to relieve our students of tensions held by our otherwise urban location of **Midtown Detroit**. The Pink Place neighbors the Detroit Missions Ministry and The Coalition on Temporary Housing<sup>4</sup> and we make a point to give back. We encourage their program users to partake in The Pink Place's skill building courses which places them in **safe space of learning and positive social exchange**. We have conversation pits throughout the school to facilitate just that, learning about others, and their interests. Learn more about The Pink Place today.

THE  
JOINPINK  
USPLACE

### 1) Self Serve Kiosks

Located at the entrances of the school, they allow students to select their interest, course option, and scheduled time.

### 2) Transportation

Golf carts are used to shuttle students to and from the handicap and standard parking lots located outside of the wall.

### 3) Plantings

Indigenous flowering plants are established along the edges of foot paths. They add dashes of color against the lush green hills and require little to no maintenance.

### 4) Public Outreach

The Detroit Missions Ministry and The Coalition on Temporary Housing sit consolidated just east of The Pink Place. Together they offer support to those in need of drug/ alcohol abuse rehabilitation, hunger relief, and housing.

### 5) Greenhouse

Here sustainable growing practices are introduced, and resultant produce is donated to the mission.

### 6) Escalator

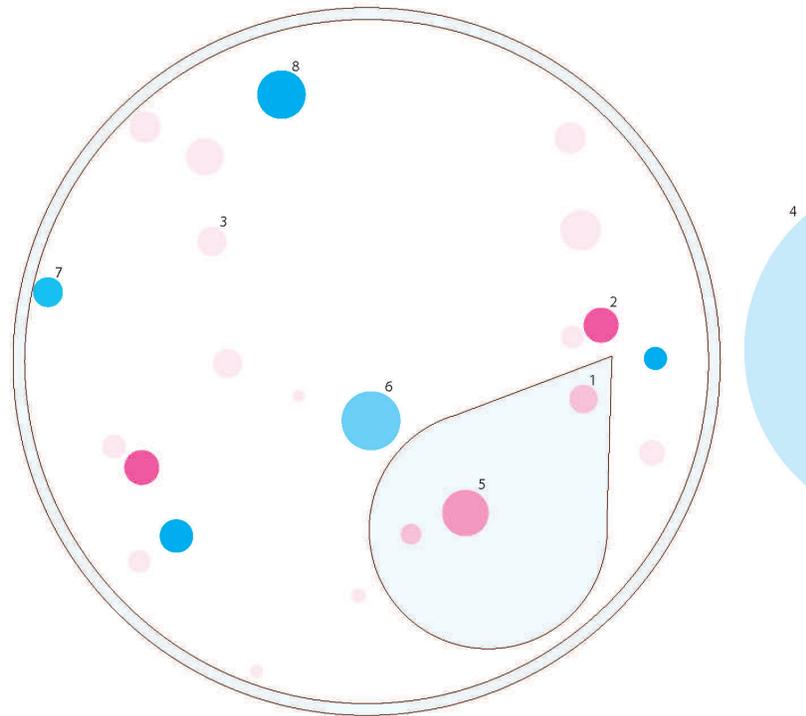
This wheelchair compatible escalator allows all students to easily move between the rooftop and the landscape.

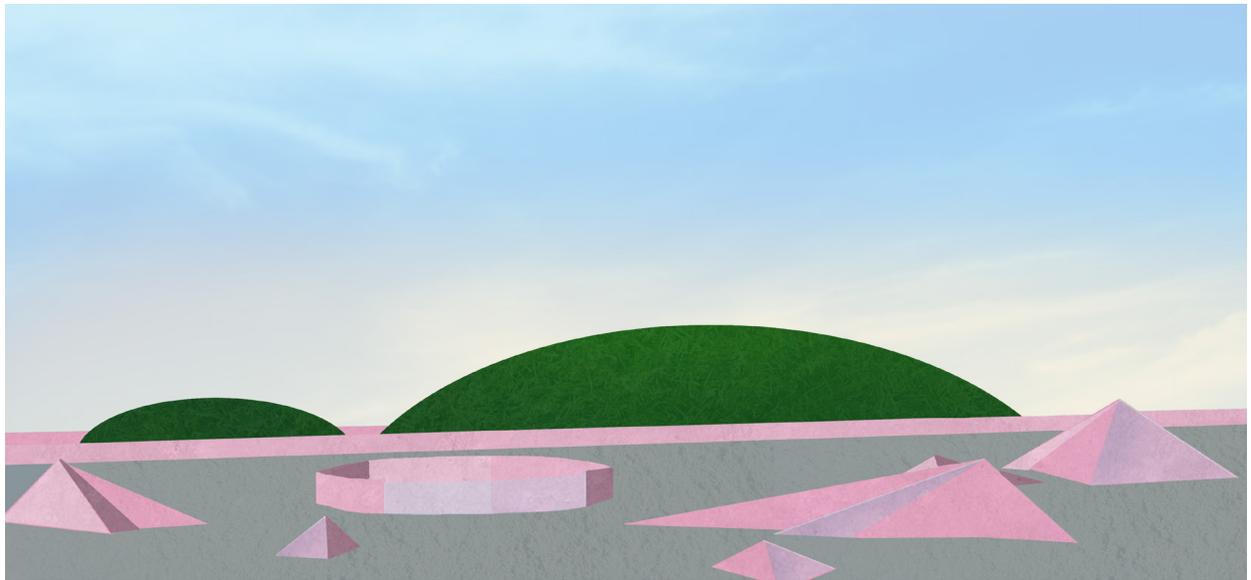
### 7) Wheelchair Lift

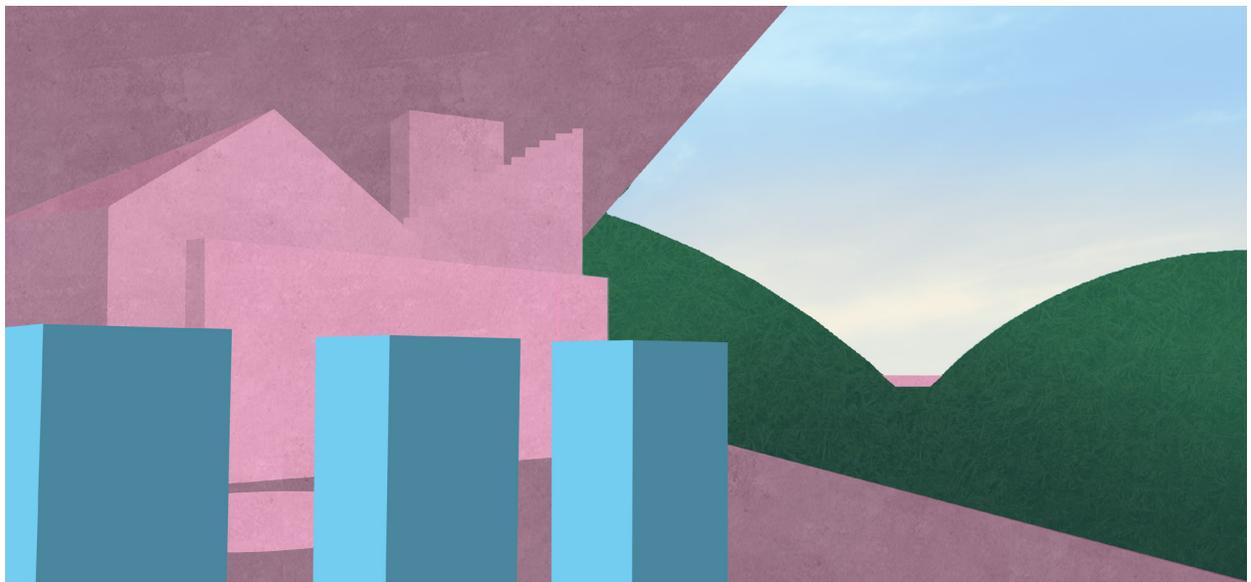
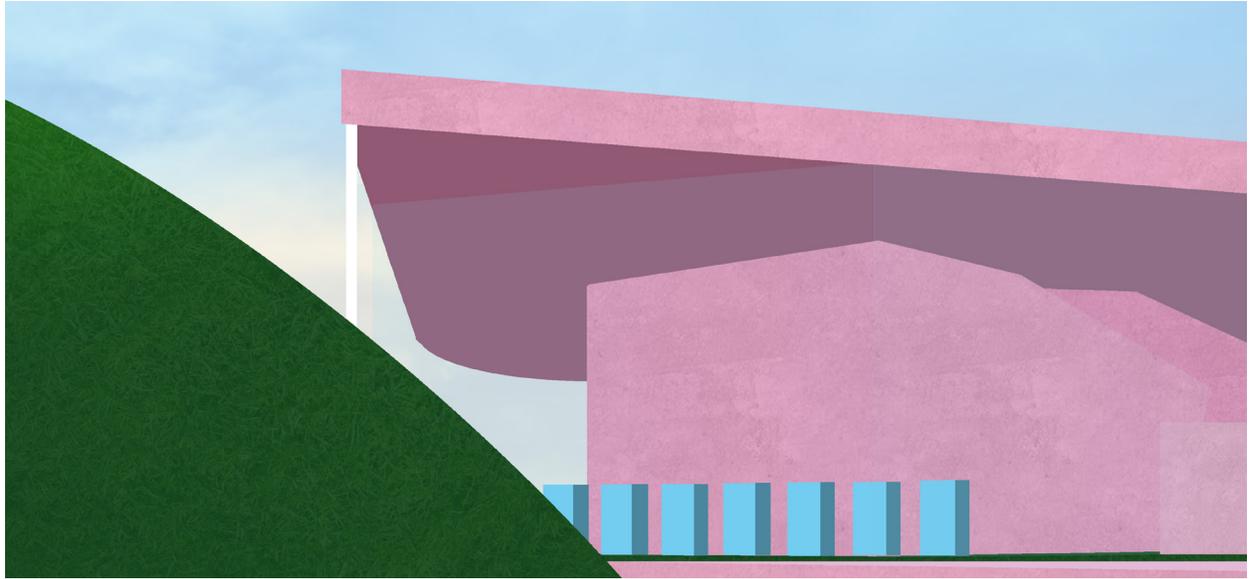
Here our rock wall is made accessible to those with physical impediments. Any level of assistance is available to those who would like to get to the top.

### 8) Sheep

Our small flock maintains grass growth and keeps visitors company as they roam the garden.









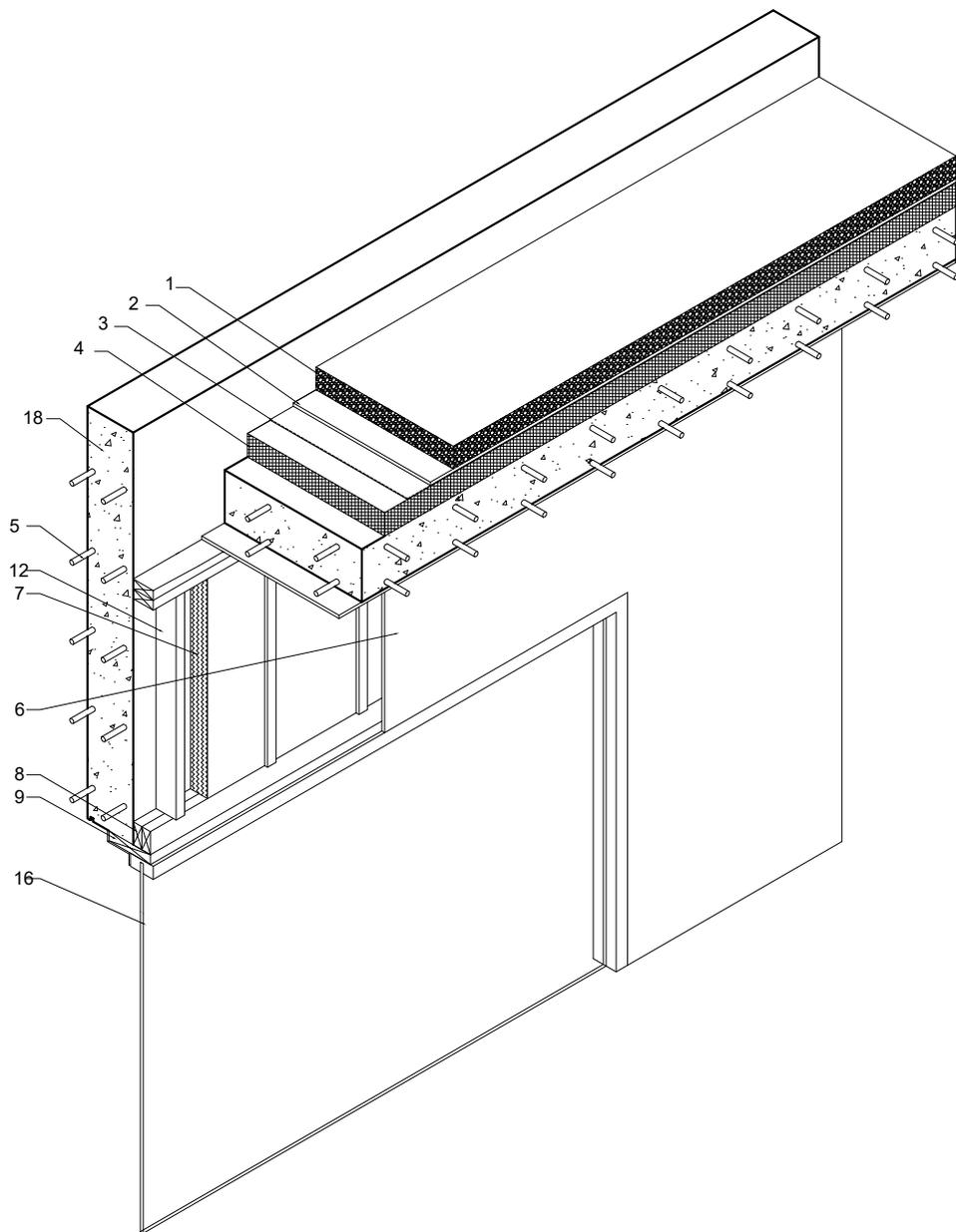


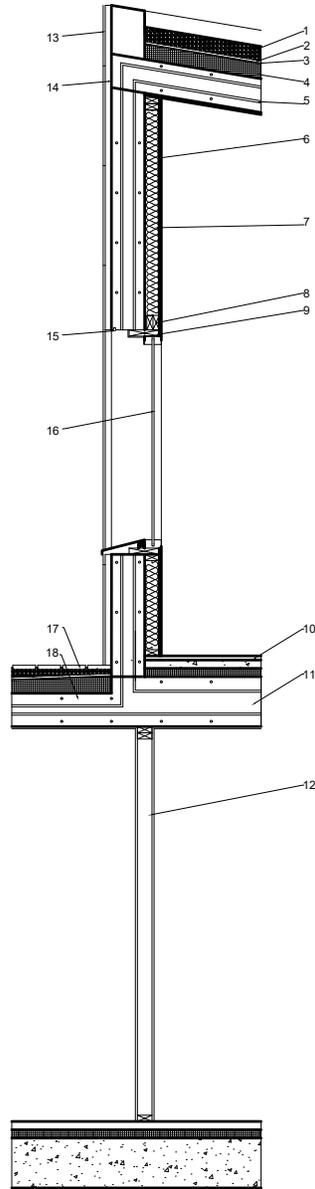
# Construction: Study of Poured in Place Concrete

This exercise required creating construction detail drawings of a residence that already had a dimensioned layout. The only variables introduced were the structural materiality of the home and the roof type. I elected to do drawings for poured in place concrete with steel cladding, and a shed roof. There is a cut away axonometric drawing of the roof parapet and large window as well as a wall section that captures floor, patio, and interior wall construction. Additionally, a 1" = 1'0" scale model made of MDF was created to further illustrate material relationships.

Fall 2017

In collaboration with K. Jett and T. Phung





Hannah Fajnor

NOTES:  
POURED IN PLACE CONCRETE  
STEEL CLADDING  
SHED ROOF

1. GRAVEL
2. GROUT
3. VAPOR BARRIER
4. 2" RIGID INSULATION
5. # REBAR
6. 2" GYPSUM WALL BOARD
7. BATT INSULATION
8. 2x4
9. 2x8
10. HARDWOOD FLOOR
11. 1" SLAB
12. WALL STUD
13. 1/2" STEEL CLADDING
14. 2x2 WOOD FURRING
15. DRIP EDGE
16. GLAZING
17. CONCRETE TILES
18. 8" SLAB

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Taubman College  
architecture

DATE: 11/16/2017  
SCALE: 3/4"=1'

AXON

A5.0



# Painting

I have independently cultivated an interest and skill in painting. I primarily use watercolor, but also acrylic paint to explore and illustrate from observation and imagination. I enjoy creating scenic landscapes, sensuous nude forms and more comedic renderings. Paint allows me to create decadent images in no time while exercising problem solving and adaptation. I never start over upon mistake, rather, I rework and revise. Painting is a favored hobby that takes my creativity for a walk outside of work or education.



