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## Propagating a Legacy: Undisciplined Drawings and Evolving Technology

The University of Auckland's School of Architecture and Planning has a legacy of teaching and producing architectural media that challenges normative representations of the discipline. This was made evident in Auckland during 2017, at the School's centennial exhibition, *The Auckland School: 100 Years of Architecture and Planning* (Milojevic, Treep, Barrie, & Gatley 2017). It showed that although technology had changed many representation methods over the years, there has been a continuum of students developing idiosyncratic representation styles and an insistence on students demonstrating a critical position in representation. Since the 1980s, when the Auckland School developed a reputation as a "drawing school" (Barrie 2017: 108), a culture of rigorous media use has been cultivated by many teachers and through the shared memory of many beautiful drawings produced by students and staff. The "critical" approach to media was championed by Sarah Treadwell, who joined the School in 1981, and was originally employed to teach disciplinary types of drawings including plan, section, elevation, and axonometric. Teaching "criticality" can be described as a process of asking students to question why they are drawing in a certain way, and to see drawing, making, and architecture as intrinsically connected. Treadwell taught her students that the use of media was never a neutral act and could be much more than a mechanical representation process. The insistence that drawings could be considered a work of art put her at odds, in a collegial way, with Patrick Hanly, a painter of considerable note and a teacher of freehand drawing at the Auckland School. Treadwell recalled that Hanly refused to see architectural drawing as art. Instead, he saw it as a utilitarian form of representation, separate from his art practice (Treadwell 2016). Moving from the mechanical to the artistic and critical was in line with the theoretical turn and the growth of intellectual thoughtfulness throughout architectural academia. It represented a shift in how drawing, or media as it is now called, was taught at the Auckland School. Media now looked to challenge the dogma of the discipline and ideas of culture, gender, and occupation.

Students at the Auckland School are still encouraged to use representation as a means to explore ideas beyond building-as-usual, or to pursue the founding challenge of the academic journal most closely associated with the School, *Interstices*, as "the spaces between ideas" (About Interstices 2017). Traditionally, the School