Embodied energy and other qualities of natural materials in Passivhaus construction

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for the Passivhaus Conference 2017



straw works

working with volunteers

ecohub, lordship park

starting points -strawbale

summer fesitval 2012 ecohub, lordship park

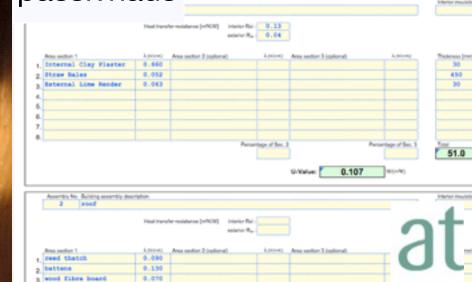






local materials / passivhaus

Wedge shaped building element is still air spaces -> Secondary calculation to



embodied energy

Material	Embodied energy EE MJ/kg	embodied carbon EC kgCO2/kg
polystyrene	88.6	2.55
concrete	0.7	0.97
steel reinforcement	17.4	1.31
timber softwood	7.4	0.19 - +0.39
foam glass	27	
straw/thatch	0.24	0.1
lime	5.3	0.76
cellulose insulation	0.94 - 3.3	
plasterboard	6.75	0.38

figures from the ICE, Inventory of Carbon and Energy summary

where do we have significant choices?

consider also toxicity, in manufacturing and use

Health

Low embodied energy

Better indoor air quality

Protect existing fabric

non-toxic production / disposal no off-gassing minimise allergies carbon sequestering bio-degradable renewable materials naturally balances humidity

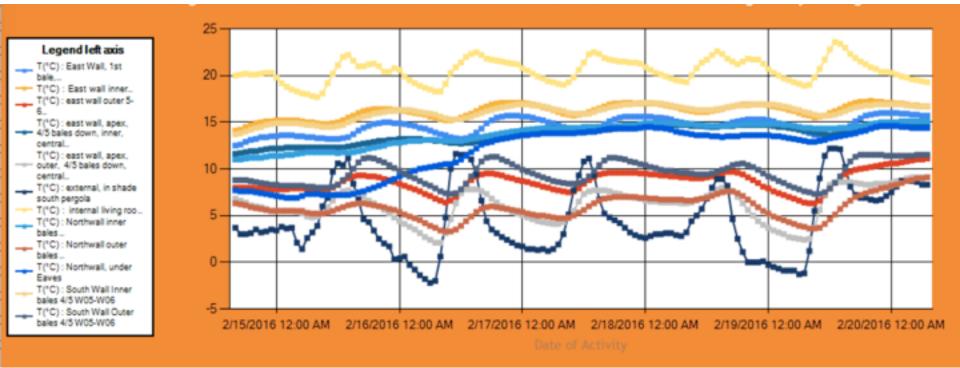
hygroscopic vapour permeable prevents trapped moisture

insulation and natural materials



AECB hygrotrac monitoring

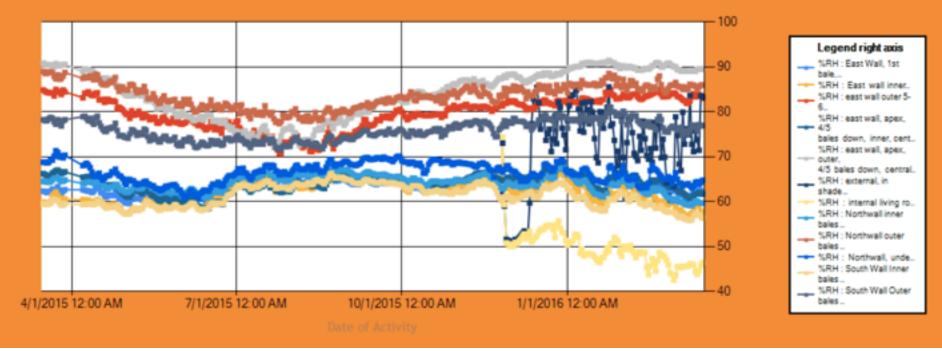
AECB hygrotrac monitoring



very even temperatures - a cold week in february top line shows internal room temperature, the upper lines show sensors near the inside of the wall, the lower ones towards the outside and the black line the external temperature

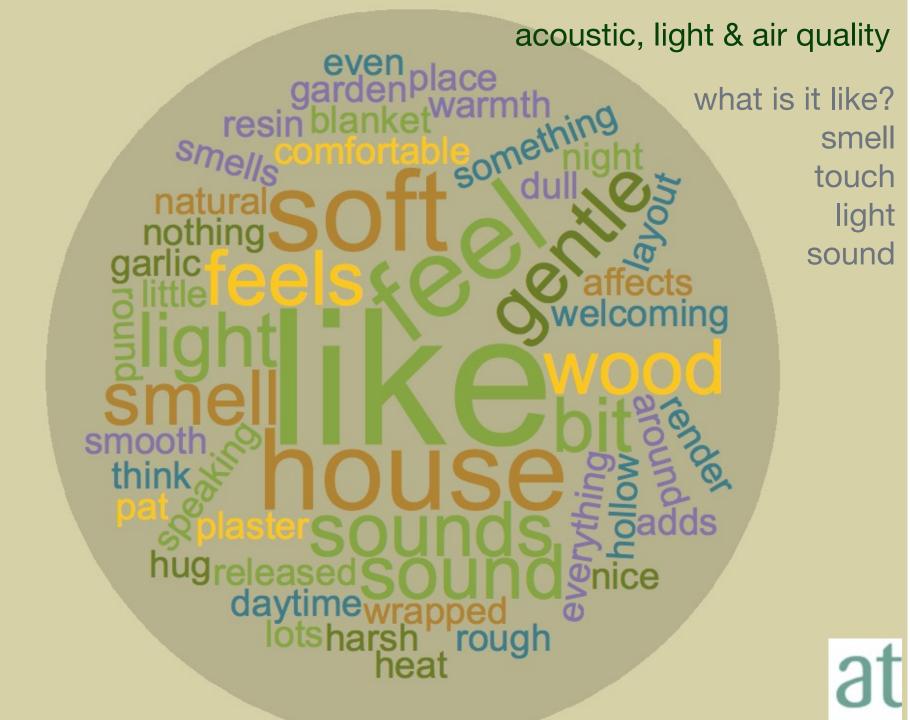
AECB hygrotrac monitoring

Average Sensor Values from 3/16/2015 7:09:00 AM to 3/16/2016 7:09:00 AM using daily averages



relative humidity 2015-6 the internal and external sensors move further apart during the winter, (the later spiked line is external temp)









The US LEED accredition for schools, looks at acoustic performance of classrooms, with emphasis on speech intelligibility. Aims are:-

(A classroom is a good equivalent to a community room or large domestic space).

- To provide classrooms that facilitate better teacher-tostudent /student-to-teacher communication through effective acoustical design.

- To provide building occupants with an indoor healing environment free of intrusive or disruptive levels of sound.

- Provide classrooms that are quiet and in which teachers can speak to the class without straining their voices and students can effectively communicate with each other and the teacher.





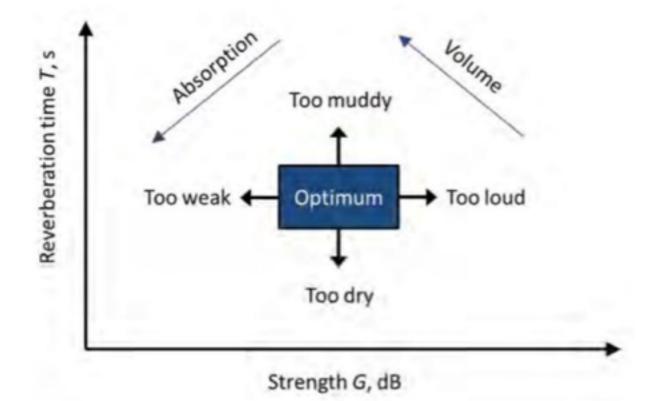


Figure 12: Principle influence of reverberation and strength in perceived music

Source: Rindel, 2014, p. 126

Musical Term	Acoustical Factor Reverberation time Early-to-late energy ratio Speed of the music	
Clarity		
Intimacy	Initial delay gap Proximity to the musicians	
Spaciousness	Apparent source width of early sound Listener envelopment by the reverberant sound	
Timbre and Tone Color	Frequency balance in reflection and absorption	
Color	Richness of treble Tonal distortion Texture Balance Blend Diffusion Focusing	
Envelopment	Lateral reflections Reverberant sound	
Ensemble	Musicians' ability to hear each other	
Dynamic Range	Level of the fortissimo minus the background noise level	
Warmth	Low-frequency reverberation	

Figure 1: Musical terms and their related acoustical factors Source: Long, 2006, p. 655

Unlike speech comprehension which is typically measured one-dimensionally, music appreciation is multidimensional

I. Reverberation

reverberation time is the amount of time it takes for the reverberant sound to decay by 60dB (T_{60}). The reverberant fields below 500Hz should increase as the frequency gets lower; this results in a musical warmth

2. Envelopment

All concert halls and musical spaces should provide strong lateral reflections to achieve a sense of envelopment, where a "significant fraction of the energy [arrives] from the side"

3. Loudness

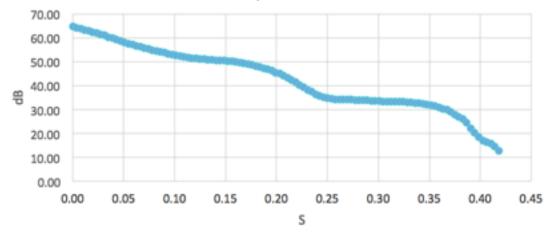
A space's volume has notable affects on reverberation and room gain, whereby a high volume per seat per person, ranging from range from $7m^3p^{-1}$ to $12m^3p^{-1}$, is suitable for smaller capacities to control excessive loudness

4 Clarity and Intimacy

Musical scores with rapid passages need clarity in order to be fully appreciated by the audience. Surfaces should facilitate this by creating reflections as near to the source of music or the receiver, creating shorter reverberation times and initial time delay gaps. This also creates a sense of intimacy.

- I. Since instruments generate sounds from frequencies as low as 30Hz and high as 12,000Hz, the acoustic performance of the space should support such a broad bandwidth. The room should not colour the natural spectrum of the generated sounds.
- II. The ensemble of the space should be maintained; the musicians must be able to hear each other play, with a "reverberant return that is close to that experienced by the audience"

While all the above criteria are all highly important Long (2006, p. 674) identifies reverberation as the "most recognisable parameter associated" with acoustic performance of music spaces.



reverberation time decay chart

reverberation over frequencies

50 Hz

63 Hz

80 Hz 100 Hz

125 Hz

160 Hz

200 Hz

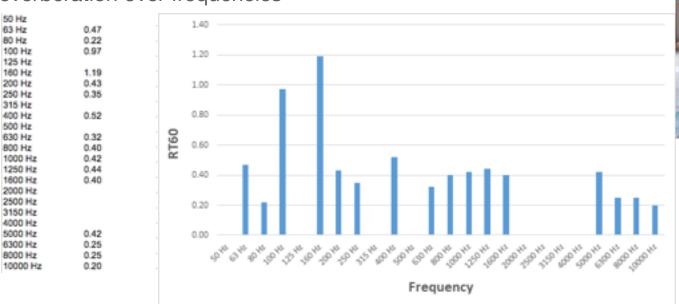
250 Hz 315 Hz

400 Hz

500 Hz

630 Hz

800 Hz



measured reverberation time at Hickling house ground floor 0.453 seconds



Location	Volume	Critical Distance D _c	Recommended RT60
Recording Studio	< 50 m³	1.5 m	0.3 s
Classroom	< 200 m³	2 m	0.4 - 0.6 s
Office	< 1'000 m³	3.5 m	0.5 - 1.1 s
Lecture Hall	< 5'000 m³	6 m	1.0 - 1.5 s
Concert Hall, Opera	< 20'000 m ³	11 m	1.4 - 2.0 s
Church			2 - 10 s

RT60 Reverberation Time

The ISO 3382 standards list a number of location types for which the reverberation time should be optimised, and recommends the following RT60 values:

A room with an RT60 of < 0.3 s is called acoustically "dead" (e.g. anechoic chamber), whereas sounds in rooms with reverberation times > 2 s are "echoic".

wellbeing - beyond comfort

'our sensations are fundamentally physical - human bodies are deeply affected by sensual cues, and our architecture is the most material of all art forms. Their bringing together takes us to the world of affect, where we look for language to articulate the richness of our material experience.....'