

MANCHESTER SCHOOL OF ARCHITECTURE

CUBE GARDEN

CO GREEN COLLABORATE WITH FOR TYLDESLEY CIC TO DEVELOP AN EDIBLE GARDEN!

SKILLS

In this project you will learn

- How to hold community engagement sessions
- How to collaborate with others
- Importance of 2D and 3D studies to show design proposals
- Understanding the importance of the wider context and how it influences our design

COLLABORATORS

For Tyldesley CIC
(Ian Tomlinson,
Community Engagement Manager,
Vicky Tyrrell Heritage
& Culture lead and Kate Mitchell,
Building Project Manager)

THE TEAM

Kehan Zhou
Shimiao Zhang
Simran Minhas
Wing Yee Leung
Xinyi Zhou

Visit msa.ac.uk for more information



MSA LIVE 23



Team

Kehan Zhou (MArch1)

Shimiao Zhang (MArch1)

Simran Minhas (MArch1)

Wing Yee Leung (MArch1)

Xinyi Zhou (MArch1)

Yidi Dong (BA1)

Jingyi Hu (BA1)

Madeleine Arnell (BA1)

Konstantinos Karadimitris (BA1)

Aadi Khurana (BA2)

Safeya El Dardiri (BA2)

Sarah Priestley (BA2)

Seth Benn (BA2)

Martha Banks (BA2)

Xiaotong Wang (MLA1)

Partners

For Tyldesley is a community-led scheme funded by Historic England to revitalise and transform Tyldesley. Their projects are coproduced by their partners, stakeholders and young people. They focus on projects that will bring physical improvements and cultural activities to regenerate and restore local historic character. All implementations and interventions are designed and built with high sensitivity to ensure there is a strong legacy for the future of Tyldesley and its historic buildings within.

They work on the High Streets Heritage Action Zones Programme, which is a nationwide initiative designed to secure lasting improvements to historic high streets for the communities. The goal of the project is to make the high street more attractive, engaging and vibrant for people to live, work and spend time. The programme focuses on three complementary strands, undertaking physical works to buildings, facilitating cultural activities and events and giving local communities a key role in deciding what interventions happen on their high streets.

We would like to thank Ian Tomlinson (Community Engagement Manager), Kate Mitchell (Building Project Manager) and Vicky Tyrrell (Heritage & Culture lead) whom we closely worked with throughout this project.

Agenda

Co-Green

We are CO GREEN - a student led MSA team working collaboratively with For Tyldesley CIC to develop an edible garden. During the two-week project we aim to create a design proposal to enhance the 'Shaping Tyldesley' mural on Common Lane by integrating planting and seating to create a shared space for the community. The space will aspire to represent Tyldesley's histories and their passion to build a sustainable eco community which integrates the community together. A space by the mural will be distinguished to be the historical aspect of the site which then transitions to a quieter space for relaxation and serenity. This multi-generational sensory garden will allow all to explore their senses; sight, sound, touch, smell and taste through the design for the site proposal. It would be a sequential stimulation of these sense to create/respond to different emotions a person may be feeling. All design of the site will allow all user groups regardless of mental and physical abilities to explore this space. This will enhance opportunities to be surrounded by nature and their benefits which will also educate users on the purpose of an edible garden. A safe space where the community can get away from it all.

We were fortunate to also collaborate with the Complete Kindness Café and St George's Central C.E. on this project during the initial design stage of the project. We organised and worked with the two groups to hold two workshops to engage members of the community and understand what they would want from the space. These engagement sessions allowed members to verbalise, draw and create their ideal design for the site. They provided an immense amount of feedback to help support the design of the site and background understanding into Tyldesley. Working with different age groups from children to adults allowed us to understand the vast range of requirements and limitations of the site that need to be met so that all users have a safe and comfortable space.

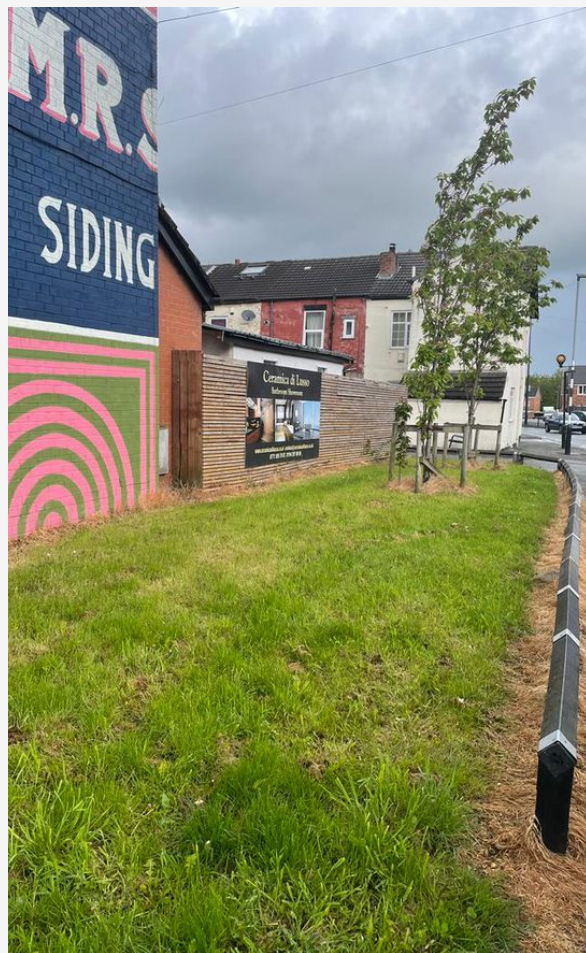
Additionally this project enabled us to work collaborating across year groups, giving students the chance to develop, learn and share skills with one another. Throughout the action weeks we developed skills in diagrammatic proposals, physical modelling, digital modelling and presentations. The team focused to create a site model 1:50 to demonstrate the experience through the garden, so that the public of Tyldesley can visualise the proposed interventions. The natural forms and curved spaces the site follows to contrast the existing harsh boundaries and corners adjacent to the site.

Site visit and site analysis

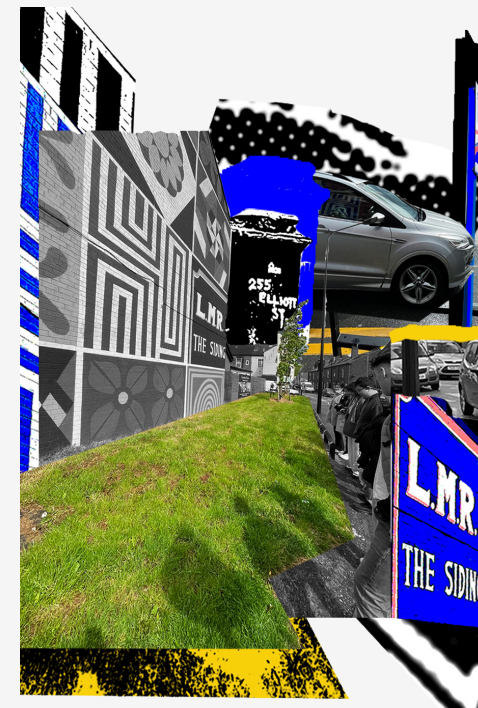
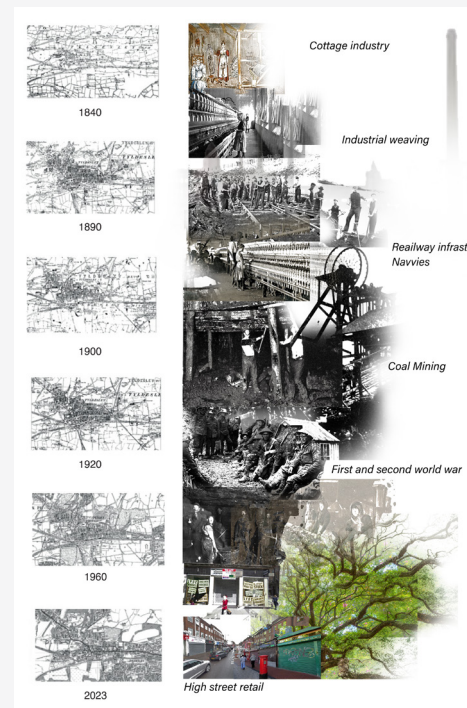
On our second day of the action week we all took a trip to Tyldesley to conduct a site visit. We walked along the high street to understand the rich cultural heritage that the area holds and how to incorporate these elements back to the site and enhance the existing mural. On this site visit we were able to gain a deeper understanding of Tyldesley's historical past.



Tyldesley's history included the cottage industry which grew rapidly during the industrial revolution beginning with a number of cotton spinning mills. The navvies then brought the railway, opening up Tyldesley's coal mining industry and resulting in distinctive, steep terraces that branch of the main streets. Industry declined after the Second World War and subsequent developments have changed the face of the town but its centre retains the atmosphere of a bustling market town.



The site itself is situated on the corner of common lane and Elliot Street at a busy junction. The site provides multiple opportunities to create a multi-generational space for the community to use throughout the day. The site requires zoning within to control the activities, reduce the amount of noise pollution and opportunities for any anti-social behaviour to occur. The 'Shaping Tyldesley' mural will play an important role in the design of the site. this will allow the site to be informative by showcasing Tyldesley history and past in vibrant colours.



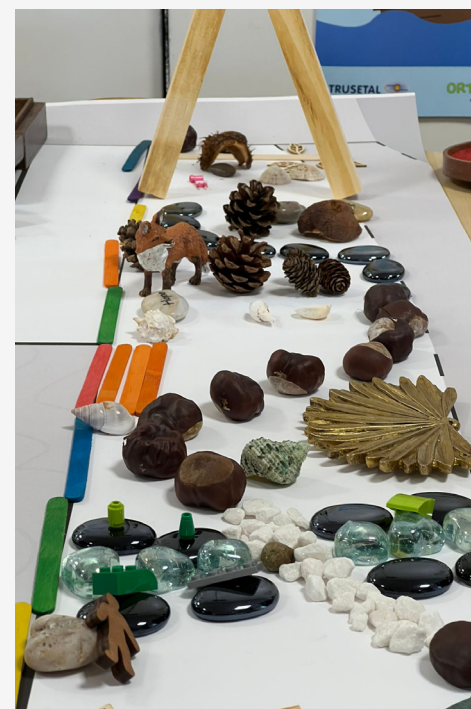
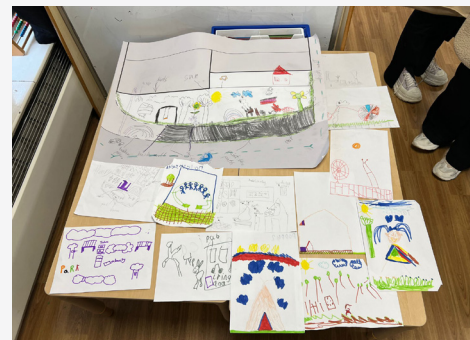
Workshop

Two workshop was hold. One is with a community consultation at the complete kindness café to get feedback on what local individuals would like to see on this site. This session allowed the community to voice their opinions, educate us on the historic elements of Tyldesley which are forgotten about and create excitement for the future interventions on the high street.

Another is with the eco council at st george's central c.e., this session included a number of children who were passionate about creating a sustainable safe space for them to enjoy as well as attracting wildlife. The children took part in activities that included drawing, placing and using lego on large sheets of the site.

They arranged stones to form a winding and twisting pathway, like a magical secret passage. We stepped on the stones, carefully moving forward, feeling as if we were on an adventure, searching for treasures. Not only that, they used pinecones to represent small trees. These pinecones were neatly arranged. We imagined these little trees as our friends, swaying gently in the wind, waving at us, inviting us to play together. And those tall and low climbing frames and slides were constructed with LEGO bricks. These LEGO bricks created a fascinating playground where we could climb to the highest point, overlooking the high street, and then slide down joyfully.

The children voiced their opinions and were excited to see what the final outcome would be!

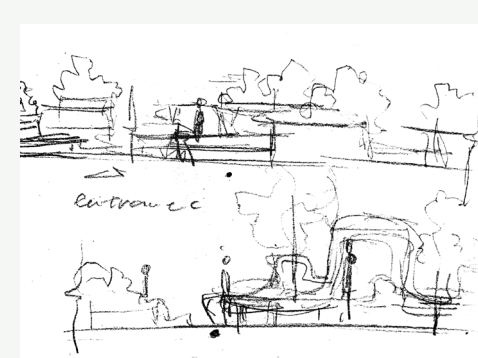
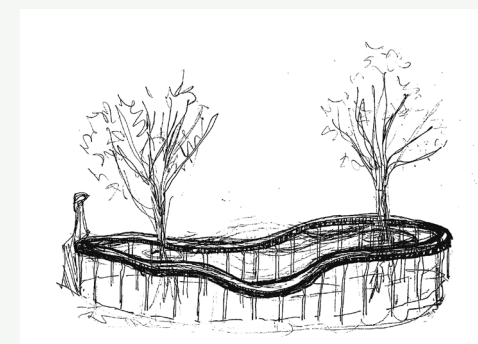
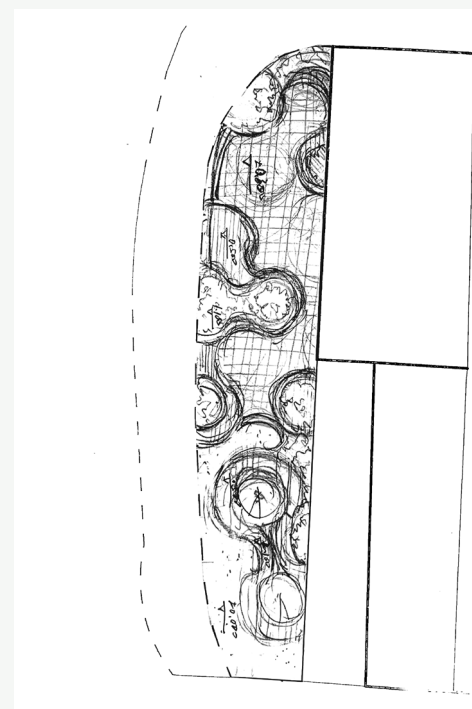
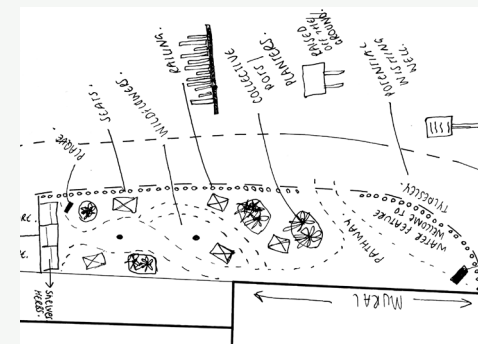
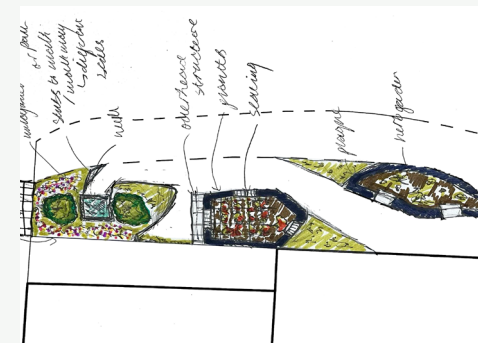
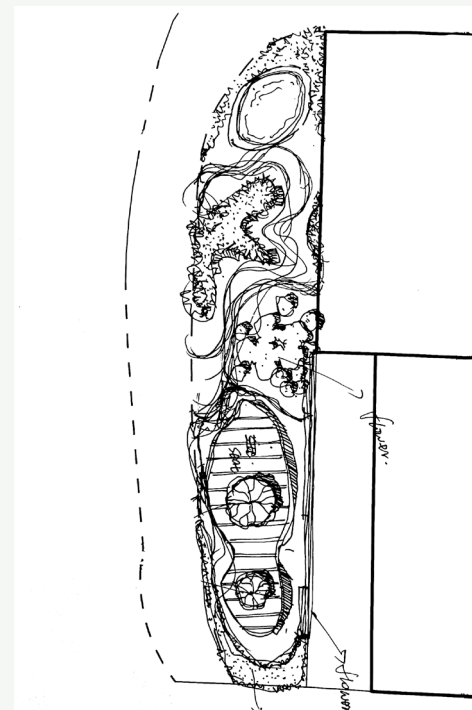


Design development

We held a number of skills and testing workshops to start the development of the site. One of the first sessions we held included a collaging workshop where students were encouraged to research into Tyldesley and find a number of images which represented the community and the site. Everyone created their own representation/ aspiration for the design of the site.

This was further developed by everyone in the forms of sketching on plans, after visiting the site it was inspiring to see how their ideas had developed. Within this exercise everyone created different yet similar forms and paths across the site. the community consultations were highly valuable in these sessions as their views had inspired the design of the overall site.

A number of the images produced have been included, a clear direction of planting and vibrant colour can be seen in the visuals produced.



Final output

The final design of the site came from a series of testing workshops which all students took part in. In these sessions conversations took place, discussing and analysing all the information we had gathered from the community engagement sessions.

We decided to create a number of natural curvature and geometry on the site to create maximum opportunity for different spaces to be created. This allowed the site to have a number of areas which had privacy for wellness conversations for the café and interventions for the school. Surrounding the curves a number of planters would be included into the site to be able to grow and produce edible vegetation. A number of plants have carefully been selected to be used due to their benefits; mentha, ocimum basilicum (Basil), stevia rebaudiana, rosa centifolia, rosmarinus officinalis, fragaria X ananassa (Strawberry).

The site has been separated into two halves, to the south of the site we have used large planters to work as a sound barrier for the noise pollution from the busy junction onto the high street. We have kept the north of the site more open to allow natural surveillance and free following movement to encourage the community to use this space. The design has been sensitive to the existing trees on the site and creating as much activity around the mural to create conversations.



Ornamental Plants



Tulipa 'Brown Sugar' Tulipa 'Diana' Tulip 'Fusilier' Silene dioica Hyacinth 'Lady Derby'



Iris tectorum Maxim. Narcissus Myosotis Scentless Mayweed Delavay Privet

Edible Plants



Mentha canadensis (Mint) Ocimum basilicum (Basil) Stevia rebaudiana Rosa centifolia Fragaria x ananassa (Strawberry) Rosmarinus officinalis (Rosemary)



Plan



Elevation from south side and mural side.



View from Elliot High Street, Main Entrance

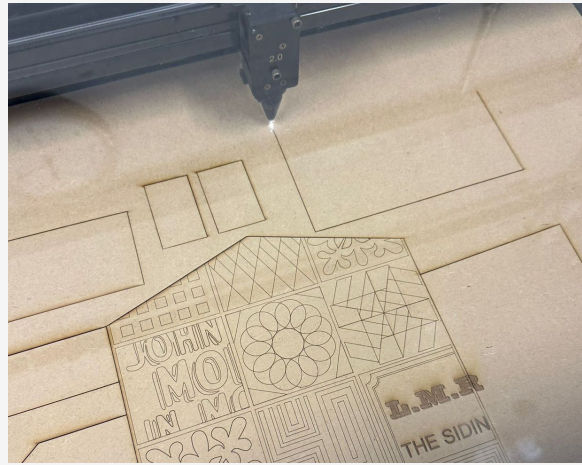


View from Common Lane, Ribbon Sculpture



Physical model

The layout of the physical model is expanded through the processing of the digital model to obtain accurate dimensional data, which is conducive to determining the accurate representation of the scheme in the next step. Model material After discussion, we decided to use Medium Density Fiberboard as the main material of the model. Laser cutting ensures the accuracy of the model from data to object. In the previous research, the wall painting in the site is a constituent element that local residents attach great importance to. Therefore, we decided to express its actual effect in the site through a physical model, and the work of painting the wall with gouache became an important part of model making. With the method of covering with paper tape, we managed to control the accuracy of coloring. The ribbon-like facilities in the site are three-dimensional curved. Trying to reproduce the surface in physical space by unfolding the surface in the digital model was a challenge, but we successfully accomplished this goal.



ABOUT

Each year the MSA LIVE programme unites Masters Architecture year 1 students with those in BA year 1 and year 2 and Masters Landscape Architecture 1 in mixed-year teams to undertake live projects with external partners to create social impact.

LIVE PROJECTS

All MSA LIVE projects are live. A live project is where an educational organisation and an external partner develop a brief, timescale, and outcome for their mutual benefit.

SOCIAL IMPACT

All MSA LIVE projects have social impact. Social impact is the effect an organization's actions have on the well-being of a community. Our agendas are set by our external collaborators.

EXTERNAL PARTNERS

MSA LIVE projects work with many organisations: charities, community groups, social enterprises, community interest companies, researchers, practitioners and educators.

STUDENT-LED

Our MSA masters students take the lead in the project conception, brief development, delivery and co-ordination of a small project. Other cohorts joined for an eventful 2 weeks of activities at the end of the academic year.

KNOWLEDGE TRANSFER

Working in teams within and across year groups and courses; MSA students participate in peer to peer learning. In addition, collaborators, participants and students engage in the transfer of tangible and intellectual property, expertise, learning and skills.

LARGE SCALE

This year approximately 650 students from 4 cohorts in MSA have worked on 42 projects with partners.

QUESTIONS

For questions about MSA LIVE please contact the MSA LIVE team:

msalive@mmu.ac.uk

BLOG

live.msa.ac.uk/2023

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