

MANCHESTER SCHOOL  
OF ARCHITECTURE

GREAT HORTON  
ROAD **BD1**

CITY OF BRADFORD

REIMAGINED



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1824  
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BRADFORD  
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MSA  
LIVE 24



## Team

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## Partners

Bradford Council Culture Department  
Jade Ibegbuna

Jade Ibegbuna, a part of the Bradford Council Culture Department, is our main source of contact in Bradford and has been helping build the project framework thus far. Jade will also allow us to communicate with stakeholders in the Bradford redevelopments and other people involved.

**Project Community:** The project is for the benefit of the wider community, it is for everyone who comes to Bradford to appreciate and it will be reflective of the diversity, heritage and culture of the Bradford district. The project is based in the city centre and therefore will have maximum reach for both locals and visitors ready for Bradford City of Culture in 2025.

## Agenda

### Great Horton Reimagined

Great Horton Reimagined - This project is an artistic reimagining of a streetscape in Bradford. Using many mediums, group 29 has developed and built visuals to redesign Great Horton Road, a derelict street that joins the university campus to the city centre. Working alongside Bradford City Council, the project uses vibrant colour schemes, public art, and innovative facade designs to create a visually appealing and culturally rich environment. Aligned with Bradford's 2025 City of Culture aspirations, the designs promise change while complimenting the existing. Great Horton Reimagined is a dynamic transformation, proposing an intervention that has the potential to leave an indelible mark on the community's cultural fabric and urban landscape.

The main project goal is to create a clear set of designs and visualisations that showcase what the reimagined design could look like. This will be an engagement piece so that all stakeholders including: community groups, local businesses, students and residents, can give their feedback and suggestions on the design that will help to transform their area.

**Culture Connection:** To redesign a main side street that links the city centre to the university. This street is to be re-imagined where the stunning architecture from the the city mixes with an explosion of culture, colour and excitement that leads you from the city centre all the way up to Bradford University. The 'Culture Connection'design needs to reflect a diverse student population, Bradfords cultural heritage and support the day/night economy.



# Timeline



DAY 1  
Defining the Brief



DAY 2  
Research day



DAY 3  
Site Visit and Research



DAY 4  
Reflection and Initial Design



DAY 5  
Model Workshop



DAY 6  
Model Making



DAY 7  
Output Curation



DAY 8  
Visuals Preparation

DAY 9  
Presentation of Outputs to Live Client

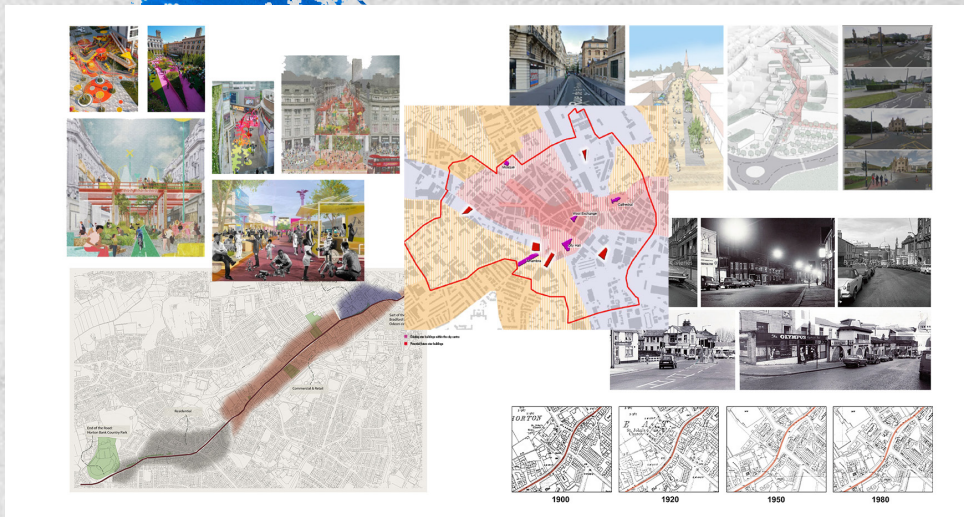
# Defining the Brief

Network  
Diversity  
Culture  
Heritage  
Pedestrianisation  
Accessibility  
Connection  
Reimagine  
Horton Road  
Scream  
FUN  
Creativity  
Colour  
Bradford

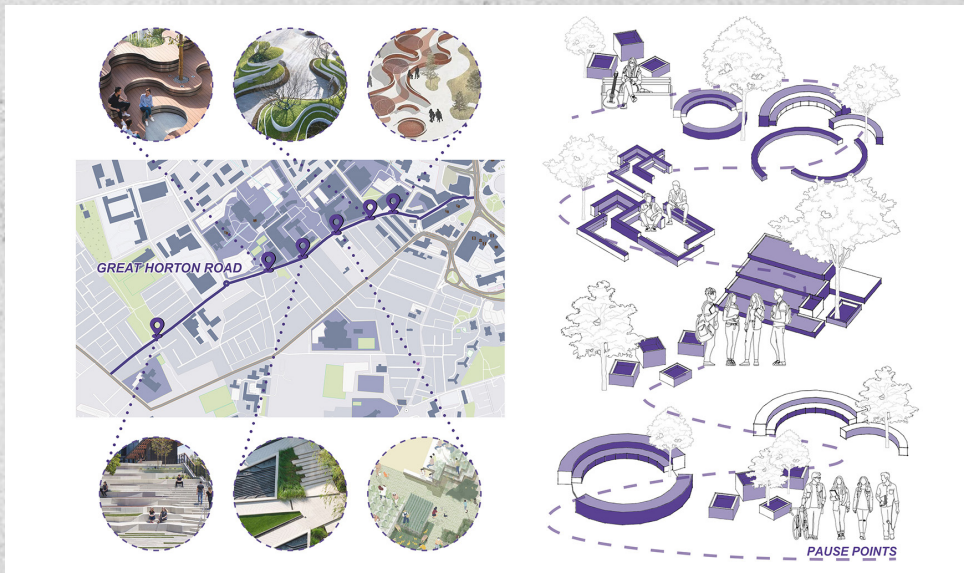
To launch the project, we had our first meeting with the students where we had the chance to introduce the project, ensuring that everyone had a clear understanding of the project at hand. A brainstorming exercise was a great start to let students think about some design interventions that would shape the project. This was achieved by getting everyone to work collaboratively on the project's site map to look at some opportunities and limitations around the site, and finally dividing the site into parts to start thinking about some initial design ideas. This brainstorming activity simulated RIBA work stage 0, Strategic Definition, allowing the students to unpack a brief to then form clear project goals - a methodology commonly used in professional practice.



# Research



Following the formation of a clear brief, research into the specific site was undertaken. This process began to develop skills in remotely analysing a site, in terms of history, policy, and other relevant factors that may affect a design. Relevant precedents were also collated to inform and inspire interventions that may prove beneficial to the project. This enabled the group to form initial ideas for the site as a whole.



# Site Visit



The street has been broken up into 11 regions, one for each of the students. This allowed each individual to express their reimagination individually while forming a cohesive narrative for the street.

A group visit to the Bradford included presentations from key stakeholders in the city, talking to students who frequently pass by the street, and experiencing the street for ourselves.

It was identified that the region of the street we are tasked with reimagining lacks connection from one end to the other. This project focuses on linking the city centre to the University of Bradford, from the historic Alhambra Theatre to the university campus. This visit allowed the students to engage with the ethical standards required when conducting research, by following appropriate procedures.

On the site visit, the students learned about professionally engaging with stakeholders, and the H&S requirements when visiting various buildings. Alongside this, it was an opportunity to survey the elevations of their designated buildings, which gave an opportunity to discuss camera theory and use perspective in architectural photography.

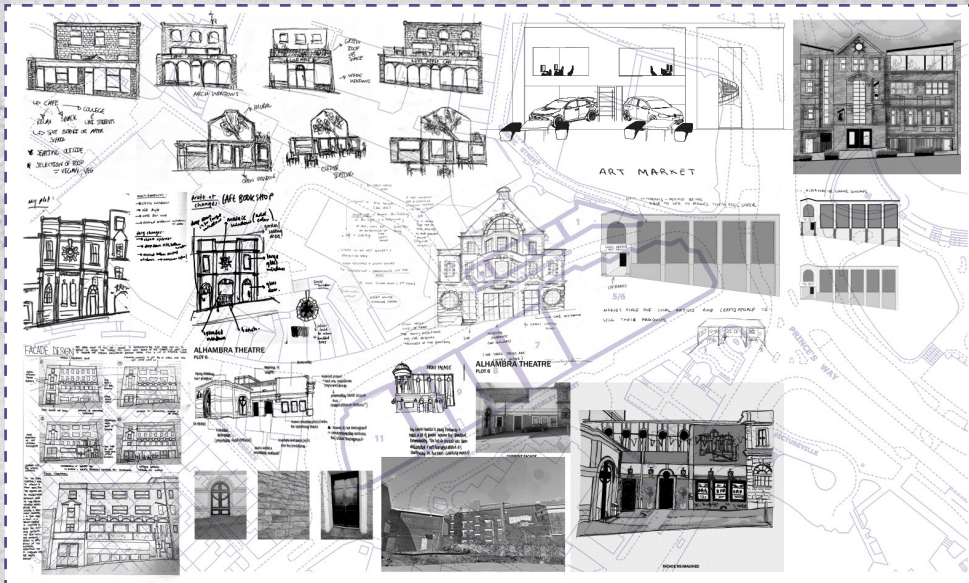


# Reflection and Initial Design

Following the site visit, we took part in a group reflection, where we analysed what we learned and identified the steps needed to move forward. This was a simulation of an internal meeting amongst a design team, where ideas are shared and used to deal with a complex and innovative project.

According to conversations with residents of Bradford, the road was once lively and populated with entertainment, bars, and restaurants. However, this has now significantly changed, perhaps due to a different demographic of residents, and the community's needs. Although the road has historic buildings with beautiful architecture, the majority of these buildings have been abandoned, resulting in a dramatic decline of the street.

The students were then tasked with reimagining Bradford's Great Horton Road through initial design sketches, tailored to their specific elevation. This task was completed after the site visit to enable them to experience the road, before its reimagination. These sketches were then discussed as a group, and feedback was given to each student on their schemes, with feedback also coming from our collaborator.



# Client Engagement



Jade, our collaborator, is head of cultural partnerships at Bradford City Council, so is no stranger to collaborative projects of this nature. We used Jade's experience in these environments to help align our project goals, with that of the Bradford 2025 ambitions. Through this we were able to understand the bigger picture of working with a live client, along with the social and community contexts of engaging with an external collaborator.



Bradford Ambitions

1. Having Fun
2. Creativity thrives in every corner of the district.
3. Creating opportunities
4. Bradford will know itself better.
5. Live Life Better
6. Making the most of what we have
7. Making the most of who we are
8. Network Capacity
9. Thinking Big
10. We will tell our own story

Aligning Our Project Aims:

We developed a set of project aims to act almost as a policy document for the student's reimagination of the street, linking to a task associated to the role of an architect.

- Creative Representation: Providing locations along the street for art installations, canvases, and graffiti walls.
- Facade Transparency: Opening up the elevations and using honest architecture. Develop clear signage and information boards explaining the function of the spaces, which encourages and invites engagement.
- Considerate Restoration: Identify and prioritize elements of historical or cultural significance for conservation, while still improving upon the facade.
- Immersive Experience: Provide a pedestrian route through the site that highlights key features and areas of interest. This can be done through expressive interventions that make the walk through the site a positive and enjoyable experience.



# Model Workshops

As a tool for developing the design proposals for the facades, we held a model-making workshop. We began by discussing the use of architectural scales, and the standard scales used in a professional practice environment. Following on from this, we analysed photographs and used digital tools, in order to calculate the building dimensions.

The students used cardboard to create the existing building and then reimagined their proposal using coloured paper, developing a 3D elevational collage of the buildings, to visualise their design interventions. This was a fun and interactive activity that developed the proposals while allowing the students to work in a creative and fun environment.



# Design Proposals



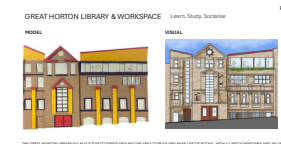
Plot 6 BACK OF HOUSE: THE ALAMBRA  
Tradition, Creativity, Community



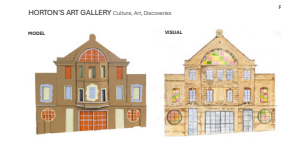
Plot 7 CAFÉ BOOKSHOP  
Peaceful, Knowledge, Collaborative



Plot 8 ALHAMBRA LOUNGE  
Vibrant, Social, Trendy



Plot 9 GREAT HORTON LIBRARY & WORKSPACE  
Learn, Study, Socialise



Plot 10 HORTON'S ART GALLERY  
Culture, Art, Discoveries



Plot 11 CULTURA  
Eat, Learn, Experience



Plot 1 REST OPEN GREENSPACE  
Rest, Play, Habit



Plot 2 SPEEDWAY  
Race, Friends, Play



Plot 3 GREAT HORTON ART MARKET  
Art, Exchange, Collective



Plot 4 CAFÉ LOVE APPLE  
Food, Music, Culture

This activity developed a range of skills for the students. Generating a design narrative is an important strategy used both throughout university projects and in practice, this is partnered with graphical communication – another important aspect used in both an academic and professional setting. As well as the physical model and visual curation, the students all presented their schemes in a concise manner to a group of over 30 people. This has benefited their confidence and ability to communicate an idea to an audience.



# Visuals

Plot 6  
BACK OF HOUSE: THE  
ALAMBRA

Plot 7  
CAFÉ BOOKSHOP

Plot 8  
ALHAMBRA LOUNGE

Plot 9  
GREAT HORTON LIBRARY &  
WORKSPACE

Plot 10  
HORTON'S ART GALLERY

Plot 11  
CULTURA



Plot 4  
CAFÉ LOVE APPLE

Plot 3  
GREAT HORTON ART  
MARKET

Plot 2  
SPEEDWAY

Plot 1  
REST OPEN GREENSPACE

Great Horton Reimagined  
Elevations



# Model Presentation



# Reflections

Reflecting on the redesign of Great Horton Street in Bradford involves examining the project through the lenses of planning and design, implementation, post-completion evaluation, and lessons learned. Here's a tailored reflection for this specific project:

## 1. Community Involvement

The project's success relied heavily on engaging the local community, including residents, students (due to the proximity of educational institutions), and business owners. Public consultations and meetings were essential in gathering input. These efforts were very successful in informing the designs of each plot, and most, if not all, community concerns were integrated into the final design.

## 2. Vision and Goals

Consider how the redesign aligned with Bradford's broader urban goals, such as enhancing pedestrian and cyclist safety, promoting sustainability, and supporting local businesses. Due to the conceptual nature of our project, some of these alignments were missed and replaced with Bradford Culture as our plan goal, which demonstrated more culture and community aspirations.

## 3. Design Principles

The redesign improved functionality for all street users by mimicking Bradford's concept of pedestrianisation, which has already been employed in many areas of Bradford. Benefitting pedestrians, cyclists, and public transit users.

## 4. Project Management

The project was completed on time and within budget. Coordination among stakeholders was efficient, and through our main collaborator, Jade from Bradford Council, we had access to contractors, local government, and the community.





## ABOUT

Each year the MSA LIVE programme unites Masters Architecture year 1 and Masters of Architecture & Adaptive Resuse students with those in BA foundation, 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 are for community benefit or 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 600 students from 6 cohorts in MSA have worked on 40 projects with partners.

## QUESTIONS

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

[msalive@mmu.ac.uk](mailto:msalive@mmu.ac.uk)

## BLOG

[live.msa.ac.uk/2024](https://live.msa.ac.uk/2024)

## SOCIAL

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