

MANCHESTER SCHOOL
OF ARCHITECTURE

PRESENTS

BRICK BY BRICK

COLLABORATORS

Oswald Road Primary School & Laura Sanderson

TEAM

Aysha Kabeer
Ke Han Oh
Chia Yu Lin
Chung Hei Mok
Rebecca Grattage

SKILLS

AutoCAD
SketchUp
Illustrator & Indesign
Laser-cutting & model making

In collaboration with Oswald Road Primary School, we will be leading a series of architectural workshops with Year 4 students. Together, we'll explore how architects design and develop new concepts for the school's existing outbuilding.

Whether you're a crafty creator, a sketch artist, or a designer brimming with innovative ideas, join us for this fun and inspiring event. It's a chance to ignite creativity and discover the limitless possibilities of architecture.



Visit msa.ac.uk for more information



MSA
LIVE 25

Brick by brick | Piece by piece

Team

Aysa Mattathiveliyil Kabeer (MArch1)

Ke Han Oh (MArch1)

Mok Chung Hei (MArch1)

Rebecca Grattage (MArch1)

Lin Chia-Yu (MA AR)

Aida Arif (BA1)

Freddie Jerome (BA1)

Joshe Guevara (BA1)

Zaviyar Shafaq (BA1)

Zaynab Siddiq (BA1)

Asy Corporal (BA2)

Erin Phizacklea (BA2)

Maisha Shaiek (BA2)

Seoyun Chon (BA2)

Wong Li Anne (BA2)

Partners

Brick by Brick collaborated with Oswald Road Primary School and Laura Broster

Laura is an architect and an educator. Until about a year ago she was a Senior Lecturer at MSA and she is now working freelance on a number of creative architectural projects from workshops in schools to research projects, design work and lecturing.

Laura has set up a collaboration with Year 4 [age 8-9] at Oswald Road Primary School in Chorlton on an exciting project to reimagine a recently vacant Caretaker's house, nearby outbuildings and the area that bridges between the two, located on the school grounds.

The school has asked us to create a workshop where the children can learn what an architect is and what they do and get involved in the creative process that they undertake to help us to generate ideas for the proposed site. They would also like to display the work they produce in a small exhibition for the parents and guardians of the children at the end of it all so they can show off what they've learnt throughout the workshop.

The school have been given a grant to develop this area, and as part of it, would like to know what the children would like to use this space for so that they can, ultimately, try to incorporate these into the final design. They are hoping that it can create a connection between the school and community by giving them a series of multifunctional spaces for the general public and provision for pre school age children and their families.

Introduction

Brick By Brick

The main outcome of our MSA Live was the workshops provided to the children. The workshops ran over a day and a half on Monday and Tuesday of the second Action Week. We were working with 90 Year 4 students in total and, with supervision from their teachers, were split into their usual 3 classes of 30 to undertake the majority of tasks. We are hoping that we will be able to teach the children, and in turn the community, about how broad architecture is and be an inspiration to at least one person present.

We are working with the reuse of the building to help the children to understand how space works and working with space, rather than creating something new, reflecting the ongoing environmental challenges within architecture. Working within limitations of a grant also aids itself to a reuse project and working with the economic limitations involved.

The first workshop afternoon was focussed on teaching the children what an architect is and what they do through an interactive talk in the school hall with all 90 students present. They were well engaged and receptive to the information given. Following the presentation, we took the children on a rudimentary site visit to look at the Caretaker's House and outbuildings that were being studied. We asked them to note and draw what they saw in front of them as well as opportunities and possibilities of what they could create with it. To wrap up Day 1, we all went back to respective classrooms and began with the paper folding activity of the Caretaker's House, showing how architects must work in both 2D and 3D.

On Day 2, we moved to looking more in detail of architect's work. We taught them about plan, elevation and section drawings through drawing their breakfasts and other foods. They understood this extremely well and we took this onto the site plans, incorporating the ideas of what they want out of the space. The aim is to be able to present the children's ideas in a more feasible way that the appointed architect can incorporate into a final design for the site.

Following plan idea generation, we moved into 3D modelling, where the children really went out of the box with their ideas and created some amazing models built off our premade basic models of the buildings. These models were incredibly creative, and everyone involved seemed to have a lot of fun.

Preparation Week

We dedicated the first week of Action Week to preparing the materials we needed for the workshops in the school.

We started off the week with ice breakers and a group meeting, followed by the first site visit with the whole group to get to know the project that we'd all be working on.

Preparing the materials involved splitting into three different groups to prepare the different activities: the presentation, the paper folding and the 3D modelling.

Working in three teams meant that we had to have good communication between ourselves to make sure the activities could run concurrently with one another and would all fit into the day of the workshops. We explored a variety of different skill sets by creating these groups and the students had the opportunity to work to their strengths and try something new, with guidance from the master's students.

We had to be organised and collaborative to be able to complete the required outputs for the workshops to a high standard. This week was vital for the master's students to put all the planning to the test and lead their respective teams to the desired result and our communication was great with daily catchups and discussing what was to come in the following days.



Workshop Day 1

Day 1 meant getting to grips with the idea of an architect.

This is where we had to begin to use the preparation from the previous week. The children were all very engaged in the activities we presented to them and were starting to understand how an architect works and what they do. The ideas began to flow when we visited the site with them and they were picking out things in the building they liked and things they wanted to implement.

We were impressed by the children's willingness to learn and ability to create things we maybe hadn't thought of.

We had a promising first day to the workshop with a lot of quick thinking involved through improvising the presentation when the PowerPoint wouldn't load to having to amend the schedule of the day by ear to better suit the pace that the children were working at. We tried to make sure that everyone was able to get involved in some capacity and have a lot of fun learning along the way.





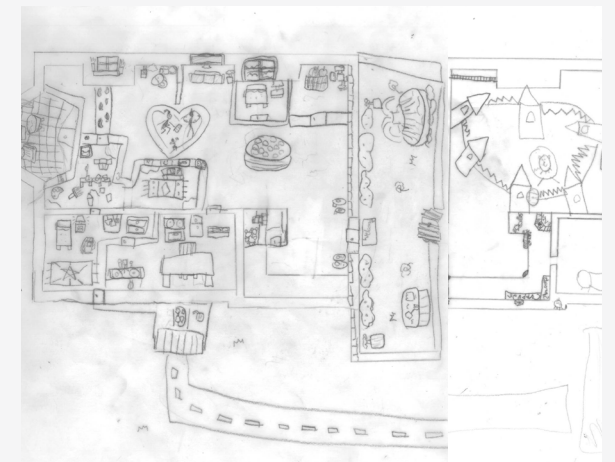
Workshop Day 2

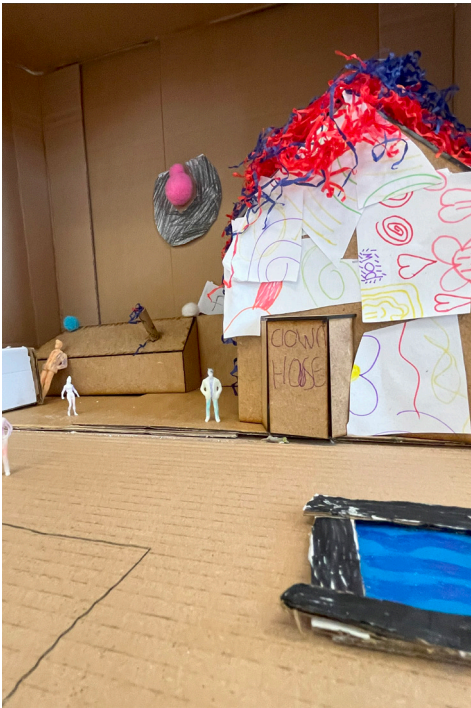
The second workshop day really gave us the opportunity to see the children's personalities come out through the designs and saw them get exponentially more creative.

The children were able to apply the skills and knowledge they had learned the afternoon before to creating more architectural-esque drawings in drawing their breakfasts and relayed their ideas onto site plans.

The children managed to take the lead in lots of the conversations and had insightful discussions about their desires for the spaces.

The afternoon took their ideas to 3D, and they created a lot more outrageous (and rather unfeasible) designs for their buildings. Although unrealistic, the combination of the plan drawings and the models that they produced really opened our eyes to the creativity that you have when you have no or very few limitations in design. This served to remind us that creativity are a backbone of architectural design and that, especially at earlier stages, it is not as necessary to be too bogged down with too many details. As students, we were also able to provide insight to the children about spaces through our own education, creating an exchange of ideas and the creative process. It was an exciting and eye-opening experience for all involved.





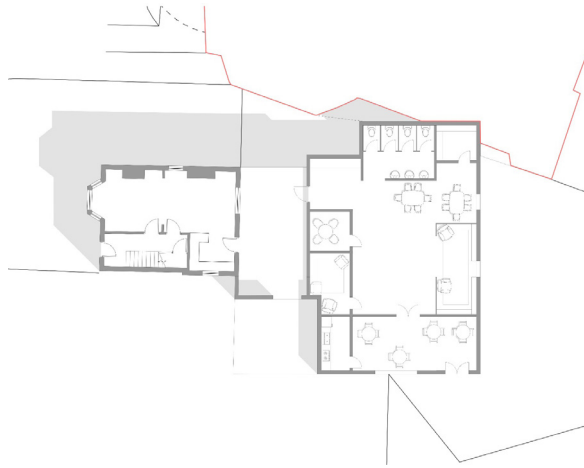
Generating a Proposal

To wrap up the MSA Live, we decided we would create a proposal of our own incorporating our own ideas, the grant proposal spatial arrangements and the children's ideas from the workshop.

We generated ideas from a thorough site analysis and sketching our designs through traditional methods, critical discussions about our own designs as well as those in the grant proposal. The BA students displayed strong enthusiasm for this task and took guidance from the master's students to focus on different elements of interest within an overall design.

A recurring theme that the children produced and we replicated in our designs is the desire for a space where with quiet and loud and active and calm could co-exist. One of the main design generators for the canopy that we proposed was Elmer the Patchwork Elephant, taken from one of the children's drawings. We looked at the façade through an architectural lens, using the playful elements that the children wanted to incorporate to create some tactility and movement to the building.

We brought together our ideas into a coherent design in the CAD Lab to create a final 3D Sketchup model from developed plans, and visuals of the proposed design.





Final Thoughts

The process of MSA Live has been an incredibly useful learning experience for all of us involved. As a group of master's students, we had to work together well in a group and keep up our communication throughout the months leading up to the Action Weeks and balance our preparation with other deadlines. We had to work to make sure we were ready in our final two weeks to lead the workshops and the BA students when they arrived. Throughout the process, we had amazing support and feedback from our collaborators that allowed us to create the best plan and schedule as possible for our workshop days in the school.

During the Action Weeks, our teamwork was really relied upon to reach the desired outcomes and produce the necessary materials. We worked well in our separate groups during the preparation weeks and communicated our ideas regularly to make sure they were running well in parallel.

We made sure to incorporate ideas from the BA students early in the process too so that everyone was able to be involved, allowing us to incorporate a broader range of skills and ideas, that would hopefully create a better considered and more rationalised approach to the final result.

We had to be sure to manage our budget actively during the Action Weeks because we found that predicted costs were not accurate. To keep the costs more minimal we made sure to lay out printing and laser cutting in the most efficient way possible, while still allowing some room for error. We managed to be successful in this regard and kept our budget under the assigned amount.

There were no major struggles through the process, but we did have to manage some factors involved with working with a school and other unpredictable factors outside of our control. We had to work within the constraints of the school day and the children's timing and abilities. Although they were all very receptive to our teachings and willing to learn, we still had to be flexible and work with the children and the unpredictability that comes with that.

Overall, the workshops and the Action Weeks went really well. We've had positive feedback from the collaborators and the children. We had high engagement from the BA students, and we've all learned from each other during the process through insightful discussions and production of high quality work.

ABOUT

Each year the MSA LIVE programme unites Masters Architecture year 1 and Masters of Architecture & Adaptive Resuse 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 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 650 students from 5 cohorts in MSA have worked on 40 projects with partners.

QUESTIONS

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

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BLOG

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