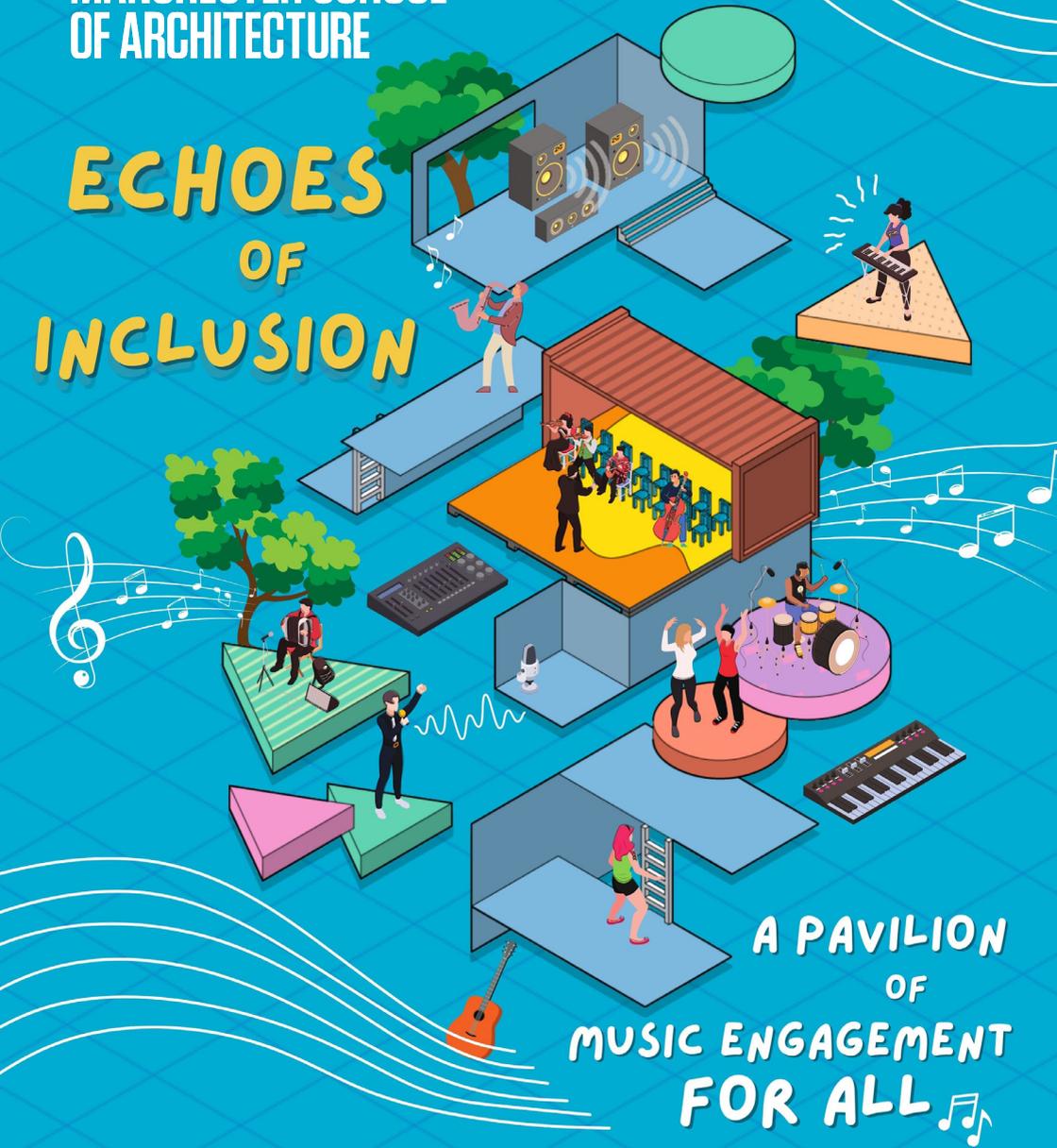


MANCHESTER SCHOOL  
OF ARCHITECTURE

# ECHOES OF INCLUSION



A PAVILION  
OF  
MUSIC ENGAGEMENT  
FOR ALL 🎵

Visit [msa.ac.uk](https://msa.ac.uk) for more information



Partner:



MSA  
LIVE 25

## Team

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## Partners

For this project, we collaborated with Delamere School, which is a school in the Trafford dedicated for children with a wide range of special education needs. The school teaches over 130 kids from all over the Local Authority between the ages of 3 and 11.

Currently, music lessons by an amazing music specialist in a multi-functional space. Music lessons such as one-on-one sessions, class sessions, band practice and choir practice etc. The children love music and enjoy engaging with the various instruments and movements. However, the space is quite limited and the studio is not fit for purpose with poor acoustics and insufficient storage for instruments. This project would support inclusive engagement of music for all, and enable many more children and their families to enjoy music, develop their talent, grow their self-esteem and sense of worth and shine a light on the positive aspects of disability.



# Introduction

## Echoes of Inclusion:

This MSA LIVE project aims to provide additional and improved musical facilities to support the inclusive music programme for the children at Delamere School. From this, the project explores two design opportunities - improving their current music studio and designing an outdoor music pavilion. Both of these spaces would explore the central design prompt: *How can we transform the school into inclusive, multi-purpose music spaces that support sensory engagement, flexible learning, and performance?*

### INT - Refurbishment of Existing Music Studio

The main problem the school faces is the poor storage of its current music room, which makes it difficult for the students and teachers to move the instruments around every day. The clients also shared that the sound isolation of the room could be improved, as the sounds coming from the room can be heard in the school halls and surrounding spaces. Other than that, the existing music room also lacks colour and a fun flair. Therefore, our group is tasked to explore storage solutions for the existing music room to improve the storage flow, inventory management, and maintenance aspects, as well as suggest creative ideas to enhance the look and function of the space, incorporating acoustical and lighting strategies.

### EXT - New Outdoor Music Pavillion

Our second task is to design an outdoor music pavilion as an additional space available for musical activities. The proposed site is a narrow plot of land in one of the school's main green spaces. There are various interesting elements around the proposed site, such as a colourful mural, a central tree courtyard and a vertical garden wall. The clients are keen on repurposing a shipping container into the proposed music pavilion. So, our MSA Live group will explore creative design ideas to prepare a working model and drawings of the pavilion that consider various factors such as acoustics, lighting, ventilation, workability, sustainability and safety of the users.

Overall, the adapted shipping container and extension would support year-round student performances, various music lessons and therapy sessions and host different parents events.

# PROCESS

## Design Brainstroming

To kickstart our design journey, we held an icebreaker session on Day 1 to build rapport. This was followed by a series of collaborative activities including quick-fire sketching exercises, moodboard generation, and precedent mapping. These hands-on sessions helped surface core drivers of the project, such as playfulness, accessibility, and modularity.

Drawing on these initial ideas, we divided into two focused teams: INT-erior & EXT-erior. Regular exchanges between both groups ensured cohesion in concept development. With the client's interest in real-world implementation, we treated the brainstorming phase not merely as an academic task, but as a professional design challenge, balancing imagination with feasibility from the outset.

## Site Visit

Visiting Delamere School allowed us to translate abstract concepts into grounded spatial responses. We assessed real-world conditions, from acoustics and daylighting to circulation patterns and spatial constraints. This visit was crucial in helping us visualize our design. We carefully measured the designated areas and potential zones for intervention. These on-site insights directly informed our design decisions, allowing our proposed solutions to be both practical and contextually responsive.

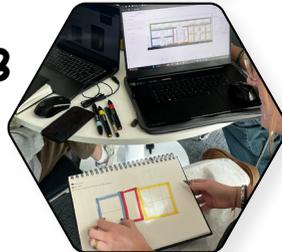
DAY 1



DAY 2



DAY 3



DAY 4



DAY 5



## Plan Drafting

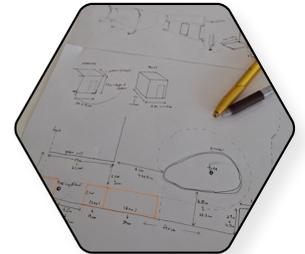
With the site context and initial ideas in mind, we began formalizing the spatial layout near the end of Week 1. This stage involved iterative plan development, where zones were defined to accommodate different activities such as one-to-one music sessions, sensory breaks, group rehearsals, and instrument storage. Emphasis was placed on designing spaces that allow fluid movement, minimise sensory overload, and cater to diverse user needs. By integrating storage, acoustics, and lighting into the architecture, we crafted a design that seamlessly merges function and experience.

## Model Making

To communicate our ideas effectively to the collaborator, we constructed a scaled physical model of both interior and exterior space that illustrated the proposed design's key spatial and sensory elements. The model was particularly valuable in demonstrating the mechanisms embedded in the design, from platform stage design, storage and acoustic ceiling panels to modular furniture and sensory corners. This tactile representation provided a clearer sense of proportion, scale, and spatial rhythm, allowing our collaborator to better understand how the space would look and feel. It also helped us test and refine details such as lighting placement, zoning, and visibility, bringing a new level of clarity and realism to the proposal.

We concluded these two amazing weeks with a final presentation and celebration, where we invited our collaborator to MMU to share the fruits of our design work.

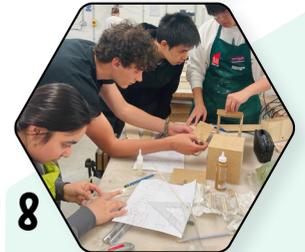
DAY 6



DAY 7



DAY 8

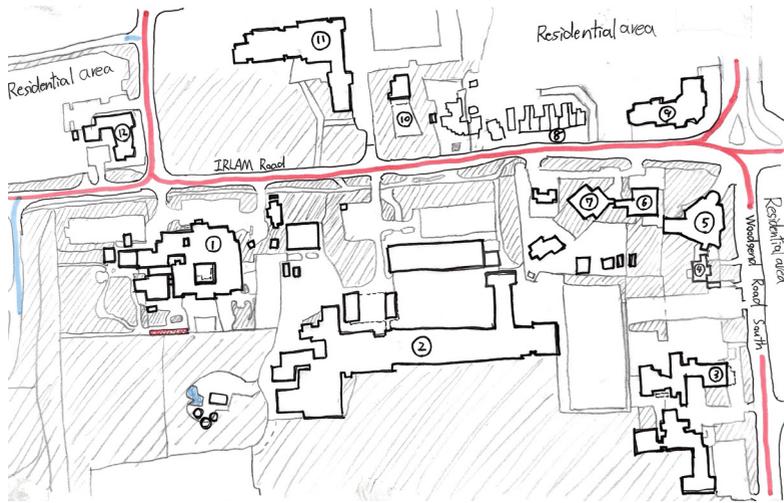


DAY 9



DAY 10





- Green area
  - A Pond
  - The main site (External)
  - Primary road
  - Secondary road
- 1 Delamere school
  - 2 Wellacre Technology College
  - 3 St Monica's RC School
  - 4 Presbytery
  - 5 Church of St. Monica
  - 6 Hall
  - 7 St John's Church
  - 8 Maths HUBs
  - 9 De Braak Lodge
  - 10 Childrens centre
  - 11 Acre Hall Primary School
  - 12 Waterside Court

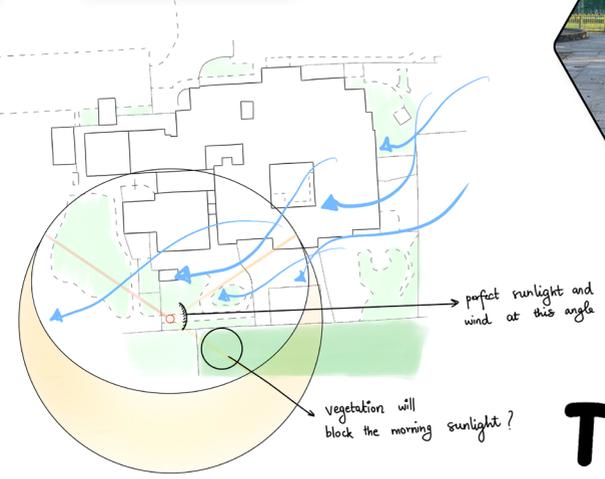
The outdoor site connects the playground landscape and a quaint tree courtyard...



📍 Delamere School, M41 6AP

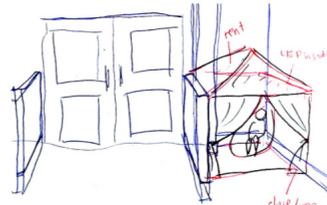


The existing room is stuffed with disorganised instruments and furniture...

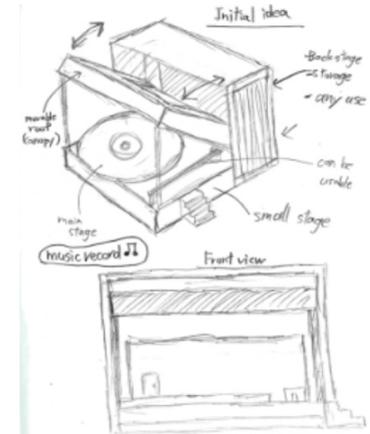
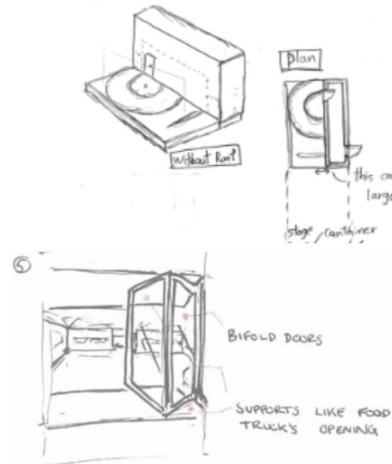


# THE SITE

# PRECEDENTS

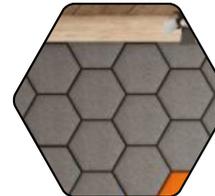
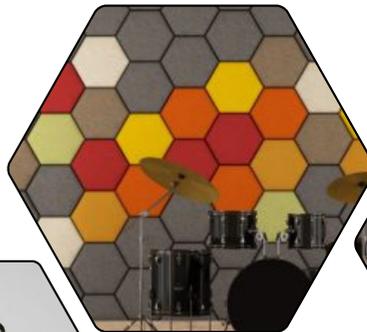


QUIET CAVE Retreat Nook



## INT - Indoor Music Studio

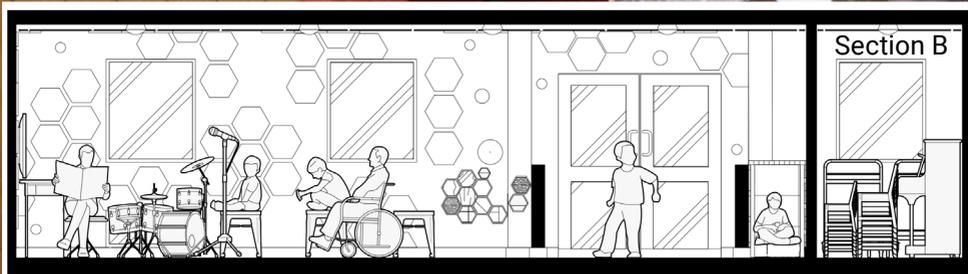
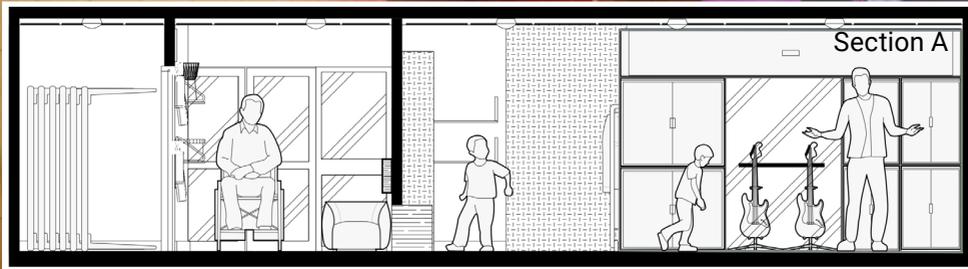
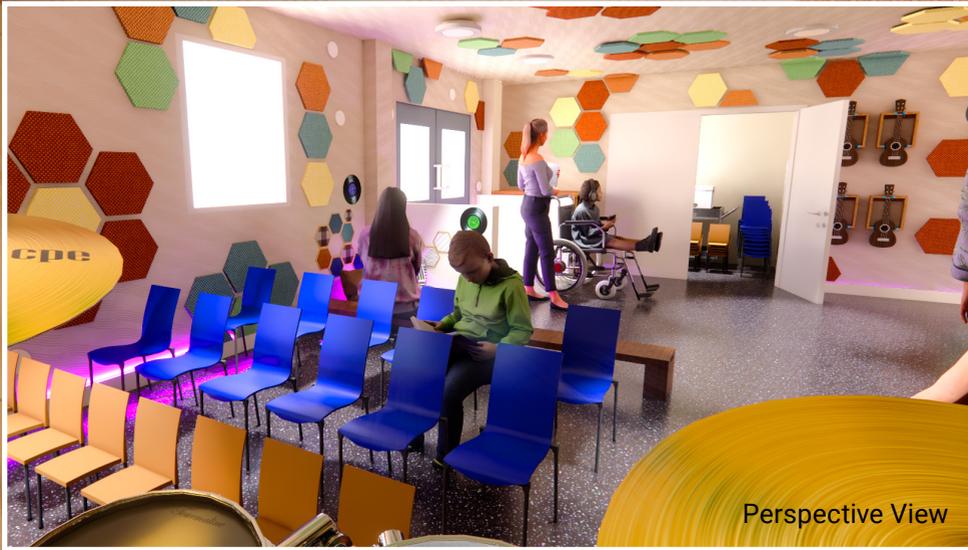
Creative ways of storage and incorporation of sensory elements would make the interior studio much more exciting and improve students' focus and immersion.



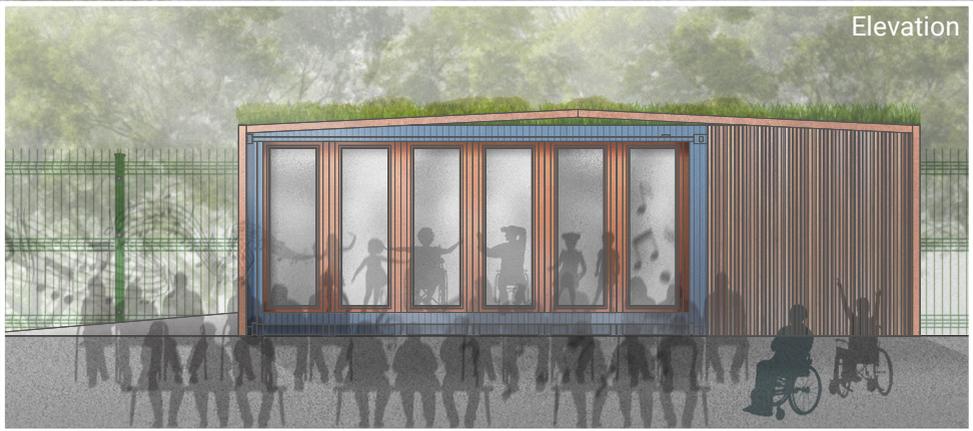
## EXT - Outdoor Music Pavilion

Drawing reference to the record player box, the temporary container could be configured as an operable stage for music performances. The use of a green roof would also provide natural sound insulation to outdoor environment such as rain.

# MUSIC STUDIO



# MUSIC PAVILION



EXT

# VISUALISATION

## EXT - Outdoor Music Pavilion

The physical model displays the tectonics of the repurposed container and its possible configurations. The bi-folding doors would allow daylighting to enter the pavilion even when the stage is closed.



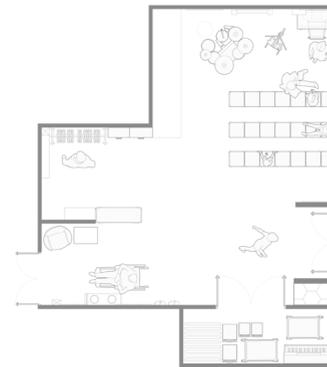
1. Open - For Performances



2. Partial - For Classes

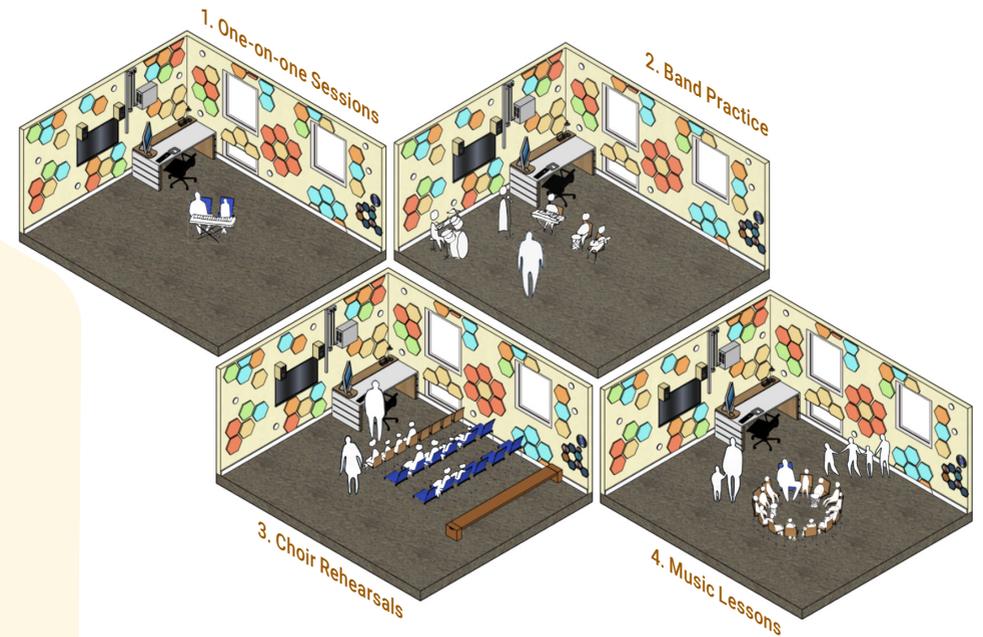


3. Closed - For Studio Sessions



## INT - Indoor Music Studio

The cabinetry and additional sensory elements creates interesting pocket spaces within the studio. The choice of colors also create a more calming atmosphere to children with special needs.



## 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/2025](http://live.msa.ac.uk/2025)**

## SOCIAL

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## WEBSITE

**[www.msa.ac.uk](http://www.msa.ac.uk)**