



Unit 2

Design For Collective Action

The Open Classroom



The Floating University by Raumlabor, Berlin, Germany

Unit 2: Design for Collective Action

The design studio is central to the course. Stage 1 design studio integrates practice, theory and research applied through a range of briefs and exercises. The design studio units in Stage 1 (Design 1.1 and Design 1.2) also provide a platform to test and develop ideas in relation to the world we live and work in. In this first design unit, you will gain an initial understanding of the nature of space and its potential for agency. This will allow you to develop your design ideas in theory and practice, understanding and using the complexities of the real world as a point of departure for creative thinking and questioning.

You will explore the nature of conceptual design and improvisational and temporary spaces. This will lead to the development of a design outcome, through an iterative process, that explores a clear purpose, a preliminary site, its context, users and use, materiality and an overall architectural strategy.

Through projects which combine elements of design, making and material testing, alongside open discussion, group work and individual research, this unit introduces you to the challenge of designing spaces for the contemporary world.



Glut Field & Glut Barn - Somewhere and public works, IMMA

↳ Unit 2: An Open Classroom

“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence.”

— bell hooks, *Teaching To Transgress: Education as the Practice of Freedom*

“... how to see the city in much more complex ways, with these different kinds of ecologies that exist side by side; its not just about kind of ecological issues, its not just about one thing or the other things; its about all these things layered and intertwined.”

— An Exploding SCHOOL!: A talk with Nils Norman

Unit 1 asked you to curate and create a moment for collectivity and sharing. By working together, you learnt about collaborative practice and different ways to communicate your ideas. For Unit 2, your first main design unit, we will be working with a live partner: **Robert Blair Primary School & Children's Centre Services**, located in Islington.

In conversation with the school, and through careful site analysis, a wider mapping of the local area, and a series of site-specific surveys, you will begin designing a new infrastructure and teaching provision for the school: **a new outdoor classroom.**

The main requirement and characteristic for your classroom is that this **must not be ordinary**. Your task is to re-define what a classroom should be a how it should work. What is about? What activities is it able to support which could not be carried out indoors? Who is learning? How? Why? We ask you to define a clear philosophical and theoretical path for your design, as you search for an alternative classroom typology which brings the learning outside the traditional classroom.

Your proposal must be unique, innovative, accessible, safe to use, and must, above all, support a form of learning which is either already present at Robert Blair, or which you wish to propose as fit addition to the existing curriculum. We welcome designs where children are able to learn from auto-didactic yet very playful spaces, designed to facilitate individual discovery and stimulate creativity.

↳ Outline of Activities

For this U2 Design brief, you are to design an open classroom to activate 9 outdoor sites at the Robert Blair School. Your classroom must, at all times, respect the following **design criteria**:

- To be used by a specific year group of school pupils (Early Years / Year 4 / Year 5) with specific needs and requirements dictated by their age and other factors, as well as a team of teachers;
- To accommodate a total of 25 users (20 children + teachers or parents) at any given time;
- To be designed for a specific site, responding effectively to the spatial constraints and opportunities, as well as existing uses;
- To be weather-proof and endure London's climate for more than 10 years (eg. rain, wind, heat etc.);
- To be off-grid, and rely on renewable energy and resources which are already available on site (eg. yes to solar, wind or human power, no to generators or polluting energy);
- Be functional, accessible and easy to use, as well as hygienic and safe. This space will be used by children and must be designed with them in mind;
- Design out waste and pollution and keep materials in use for as long as possible, while designing for disassembly and easy repair - these are the 3 key principles of the Circular Economy;

↳ Assessment Deadlines

Formative Review:

[Monday 04 December 2023, by 10am](#)

Cross studio review or guest review

Summative Portfolio Submission:

[Thursday 25 January 2024 by 10am](#)

Online on Moodle [HERE](#), A3 PDF, max 100Mb

↳ Unit 2 Learning Outcomes

Your work will be assessed against the following Learning Outcomes for Unit 2. To pass the unit, you are to reach a D- (satisfactory) on all learning outcomes. All LOs for all units are outlined in the [Course Handbook 23/24](#) which you can find within BA (Hons) Architecture CSM Full-time Year 1 on Moodle .

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| LO1 | Demonstrate an awareness of how research and analysis support the development of design ideas and proposals. (AC Enquiry) |
| LO2 | Employ iterative drawing, model-making or other forms of three-dimensional representation as methods of experimentation and creative risk-taking in support of developing design ideas. (AC Process) |
| LO3 | Create considered spatial and architectural proposals in response to a specific context. (AC Knowledge) |
| LO4 | Integrate basic principles of sustainability and climate responsible design in spatial design projects. (AC Realisation) |
| LO5 | Use two and three dimensional architectural representation to communicate design research, analysis, experimentation and spatial proposals. (AC Communication) |



↳ Design for Robert Blair School

Like many schools across the UK, Robert Blair adheres to the National Curriculum set by the Department for Education, to provide a broad and balanced learning which promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life.

You must design considering these requirements set by the school and the national curriculum, but your proposals should support the **delivery of new or existing classes in playful & unconventional ways.**

While you will each design your individual classroom, each studio has been allocated a **site, theme and year group** to design with/for.

1 Early Years Play Area

Theme: playing as learning, auto-didactic spaces

Year group: Early Years (3-5 yo)

2 Large Play Court (south)

Theme: performance, open air theatre, stage

Year group: Year 4 (8-9 yo)

3 Eco Garden & Biodiversity corner

Theme: nature, biodiversity, rewilding, all species

Year group: Year 4 (8-9 yo)

4 Roof Sky Garden

Tutors: Kuljeet & James

Theme: food growing, science, design & tech

Year group: Year 5 (9-10 yo)

5 Early Years Mud Kitchen

Theme: cooking, sharing, herb garden, food

Year group: Early Years (3-5 yo)

6 Early Years Garden & Foundation Stone

Theme: wellbeing, meditation, sensory space

Year group: Early Years (3-5 yo)

7 Roof Sports & Play Area

Theme: sports, physical education, maths/science

Year group: Year 5 (9-10 yo)

8 East Narrow Corridor

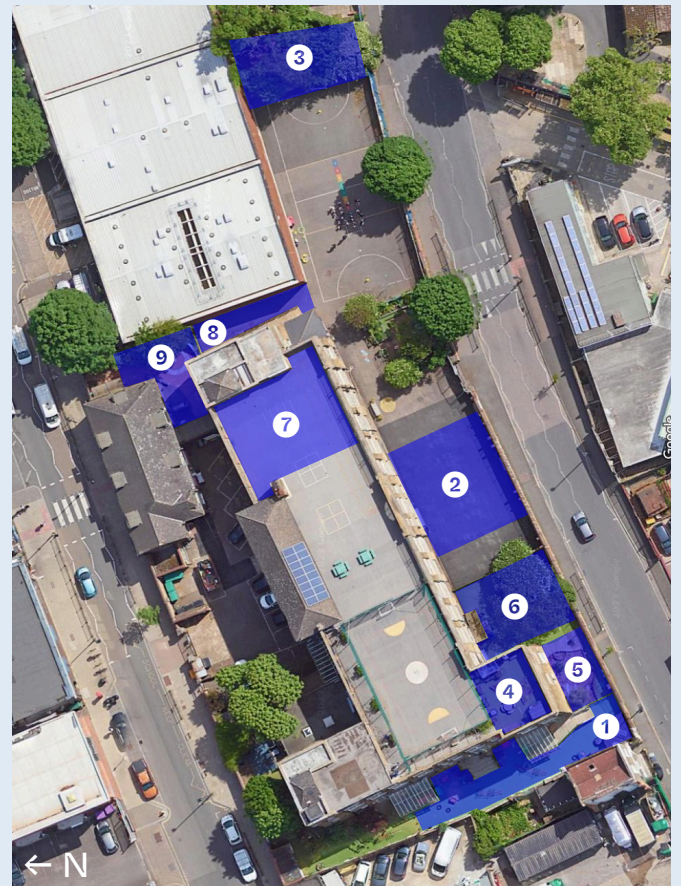
Theme: reading, quiet space, poetry, languages

Year group: Year 4 (8-9 yo)

9 Violinist House Entrance & Court

Theme: music, musical instruments, art & design

Year group: Year 5 (9-10 yo)



Robert Blair School ground as satellite view ↗

↳ Assessment Evidence

To assess your design process and final outcome for this Unit 2, you are to produce a Portfolio.

The portfolio is a document used in architecture education, evidencing the design and communication skills you have developed over the course of a project. The difference between a good portfolio and one which is not so good, can mean the difference between passing and failing your Design Units, and therefore, potentially, the year.

You must ensure that your work is presented well and you must design your portfolio so this speaks for you during assessment. It is important to show everything you have made which has fed into your design process leading up to the final outcome. Remember, you are not being assessed on the strength of the final design alone, but we must see your complete process.

Your Summative **Portfolio** must be:

- A3 Landscape, PDF - no other formats accepted
- Minimum 20 pages & Maximum 30 pages
- Maximum 100mb (Moodle upload limit)
- Created with InDesign, exported as PDF pages
- Follow a consistent graphic identity
- Include annotations, descriptions & credits
- Accessible (font size 12 minimum)
- No template

↳ Formative Portfolio Review

Monday 04 December 2023, by 10am

Cross studio review or internal guest review

INTRO	SITE VISIT & SITE ANALYSIS	
<u>Project Title</u>	<u>Site Visit</u>	<u>Site/User Analysis</u>
Name + Surname	Site Recordings	School profile
Student ID	Photos, videos	Year profile
Content Table	Sketches	Pupil profile

SITE / USER / PROGRAMME RESEARCH		
<u>Site Survey</u>	<u>1:200 Site Model</u>	<u>Taxonomy</u>
1:50 Floorplans	Making process	<u>Narrative Drawing</u>
1:50 Sections	Final Model	> Propositional
1:50 Elevations	[studio task]	Statement

DESIGN DEVELOPMENT		
<u>Ergonomic study</u>	<u>Precedents</u>	<u>Sketches</u>
Scale (adult+child)	+3 case studies	Form + Scale
Comfort	Take-aways	Design Ideas
Movement		Response to site

INITIAL PROPOSAL - Open Classroom Tryptic		
<u>1:50 Floorplan</u>	<u>1:50 Section(s)</u>	<u>1:50 Axonometric</u>
of classroom	of classroom	of classroom
in-use/dormant	warm/cold season	being activated
[in context]	[in context]	[in context]

↳ Summative Portfolio Submission

Thursday 25 January 2024 by 10am

Online on Moodle, A3 PDF, max 100Mb

FORMATIVE REVIEW WORK +		
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FINAL PROPOSAL - Open Classroom Triptych		
<u>1:50 Floorplan</u>	<u>1:50 Section(s)</u>	<u>1:50 Axonometric</u>
of classroom	of classroom	of classroom
in-use/dormant	warm/cold season	being activated
[in context]	[in context]	[in context]

FINAL PROPOSAL		+4 × 3D MAKE
<u>How to Build it</u>	<u>Collage</u>	3D MAKE Project
Structure study	aspiration of use	Process + building
Material study		Precedents
2 Precedents		Final Outcome

↳ Resources

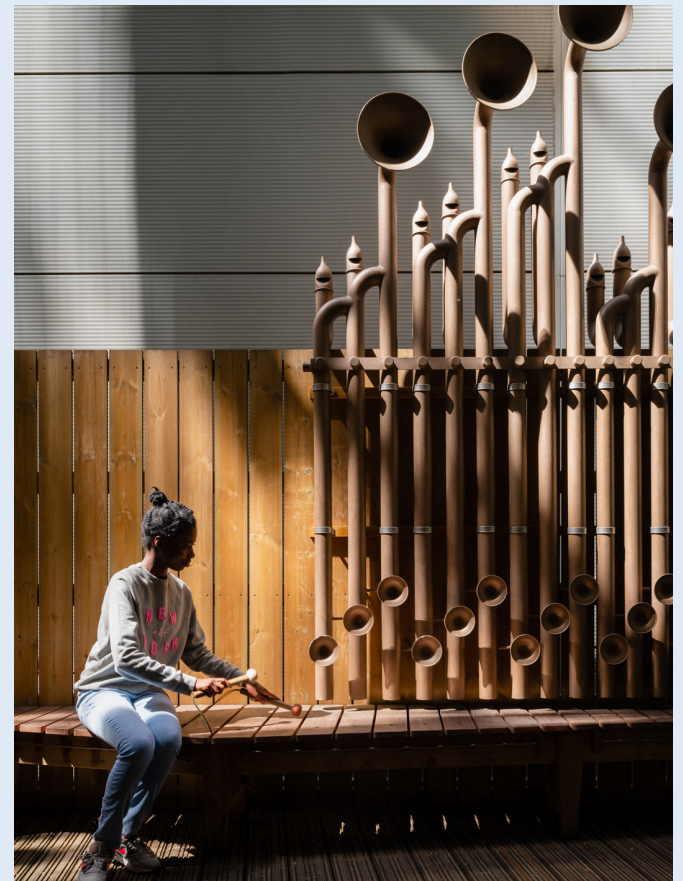
To develop all the parts of your Unit 2 Portfolio you should use a number of key resources present at UAL or online. Here a selection - more will be shared on Moodle or as part of the weekly lectures and tutorials:

- ↳ [Unit 2 Moodle Page](#)
- ↳ [Technical Moodle](#)
- ↳ [CSM Library and Learning zones](#)
- ↳ [Academic Support UAL](#)
- ↳ [Embedded Academic Support](#)
- ↳ [Language Development UAL](#)

↳ Further Study Material (optional)

Here you can find a series of publications or links which you might find interesting in your practice, as a way to build your personal library. We do not expect you to read these during Unit 2, but we hope they can be of interest throughout your studies.

- Ward, C. (1979) *The Child in the City*
- hooks, b (1994) *Teaching to Transgress: Education as the Practice of Freedom*
- *Making London Child Friendly - Mayor of London*



Lullaby Factory - Studio Weave ↗