

**MANCHESTER SCHOOL
OF ARCHITECTURE**

KEEN FINGERS

Crafting a potting shed for Beech Road Park



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*Friends of
Beech Road Park*
M21 9FA

**MSA
LIVE 21**

Team

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Jack Prowse (BA 02)

Vinaya Janet (BA 02)

Phoebe Lomax (BA.02)

Partners

We would like to take this opportunity to thank our collaborators who have given us this opportunity to work on such a beautiful park: The Friends of Beech Road Park, Chorlton.

This group is formed primarily from residents who live in the Chorlton area, all of whom are heavily invested in looking after the park for the enjoyment of the surrounding community and its occupants.

Now, more than ever, they recognise the importance of everybody in the community having access to green space. They also see this as an opportunity to create space in the park for community activities in the wake of the COVID-19 pandemic.

Their objective is to enhance the park by creating spaces for the community to gather and to plan events. These events are currently designed to bring the community together through the focus of the arts, gardening and music. The proposal we have created aims to facilitate all of these events and to encourage the park to be enjoyed by the whole community.

Agenda

Keen Fingers

Our brief encompasses a design proposal for a potting shed, a welcome arch and planter benches to be located in Beech Road Park.

To complete this brief, our first week started by running four different workshops for the students to participate in, these were Solar and Passive Strategies, Social Impact, Landscape and Orientation and Water and Drainage. The outputs for this week involved 1 page of research and 1 page of initial designs and models per workshop. On Monday the 17th of May we arranged to meet our partners in order to discuss the weeks progress and the ideas to take forward for the main proposal.

During the following week, the discussions on Monday were really fruitful, we then began to bring all of these workshops all together to create a multi-functional potting shed with community participation at it's core. During the Tuesday, Wednesday and thursday Certain groups worked on creating the drawings for the planter benches, others worked on the welcome archway and the final group worked on the potting shed. The output and final models for this week was an axonometric drawing of each intervention and before and after visuals of the park. Some great drawings have been produced which we feel really encompass the collaborative nature of our scheme.

Collaborative Drawing

Ice Break Exercise! Workshop 1



Using the Zoom platform, we designed the first ice breaker exercise for the week, which involved creating a collaborative drawing of Beech Road Park.

This exercise was inspired by Niall McLaughlin Architects, a firm that organised a collective drawing workshop that encouraged people to draw and share, via Zoom, parties all along their streets when lockdown ended. Around 300 people joined this workshop, with the final result being a series of colourful and detailed drawings.

As a group, we remain thrilled with how this simple half-an-hour exercise led to both an exciting image and a cathartic sense of relief amongst participants, all of which came to fruition after we discussed initial ideas. In the image, we were able to utilize our imaginations to express what we believed would be in Beech Road Park. As a team we collaborated our ideas onto one page, this allowed for some initial discussions about the site and helped to familiarise the students with the park. We all added our own intervention's taking care not to overlap with someone's else drawing whilst creating our own ideas. This was a really great team effort which we feel has had a really successful output.

Image Top:
The Collaborative drawing
via Zoom meeting

Initial Model Making Task

What We Find in our house! Workshop 2



Image Top-Left:
Anna Loasby's model

Image Top-Right:
Maria-Alexandra Nastase's
model

Image Bottom-Left:
Maria-Alexandra Nastase's
model

Image Bottom-Right:
Laura Blazyte's model

After we completed the drawing, our second task revolved around the creation of a model and which was quite challenging. Everyone in the group needed to find any material they could in their house within 5 minutes. These materials could even be something they had previously used and recycled. Each group member had to use their imagination and adapt their collected materials into an everyday household item: a cup, a potted plant, a chair, a desk, or even something in the room around them.

The outcome of our models was, to say the least, incredible. Most of them used recycling materials like cardboard, bags, or even popsicle sticks. All of these materials were produced in just two hours.

Sunlight and Passive Energy

Research and Idea Workshop 3

In this section of the workshop, students engaged in environmental aspects which are low-tech and rely on simple passive designs, for example heating and cooling, water collection, wind power and ventilation. All of these elements have been considered and explored in detail helping the students to develop an awareness for sustainable construction practices and applying these to a small scale project.

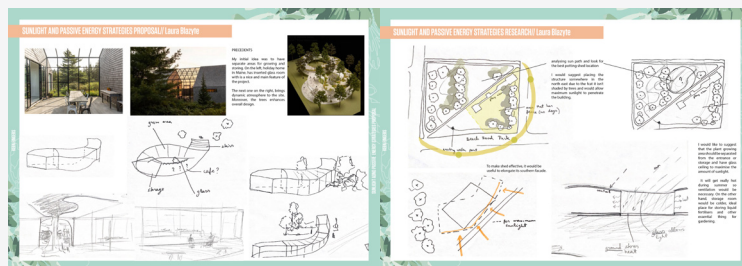
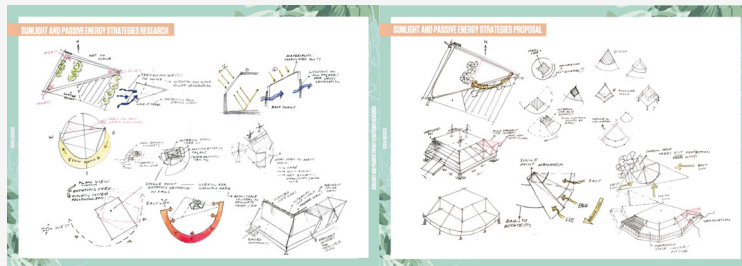
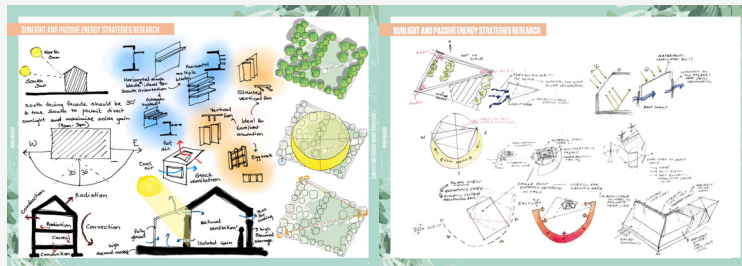


Image Top:
Vinaya Janet Thomas's drawings

Image Middle:
Anna Loasby's drawings

Image Bottom:
Laura Blazyte's drawings

Drainage and Water

Research and Idea Workshop 3

A shed should be able to withstand the elements, this section of the workshop considered the design opportunities which a rainy city like Manchester can provide. It explores the question of whether or not there is a way that water can act as an architectural event? The placement of the water tap is also crucial.

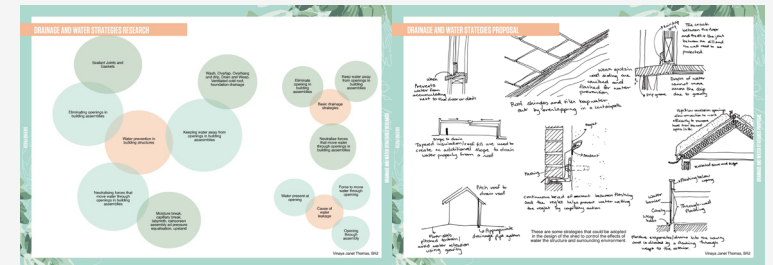
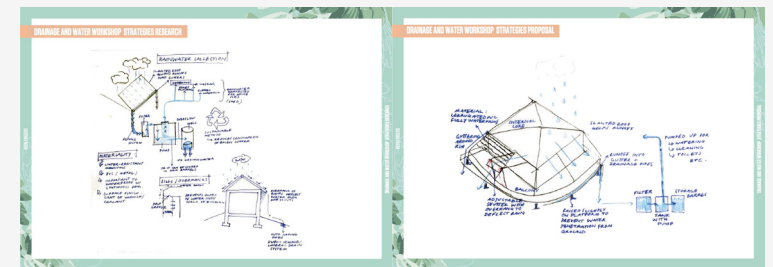
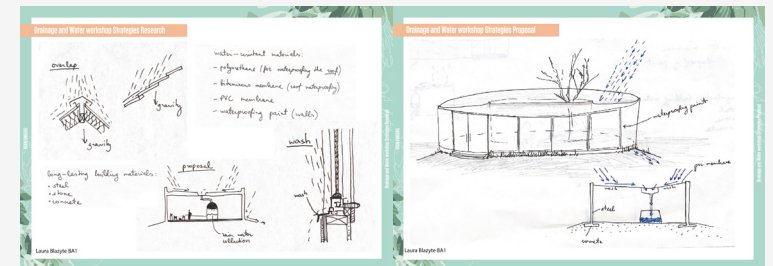


Image Top:
Laura Blazyte's drawings

Image Middle:
Anna Loasby's drawings

Image Bottom:
Vinaya Janet Thomas's drawings

Landscaping and Orientation

Research and Idea Workshop 3

The aim of this section is to understand how a shed can integrate itself into the topography of the park. The student explored where best to site the potting shed as well as other landscaping considerations which may embed the shed into the site. .

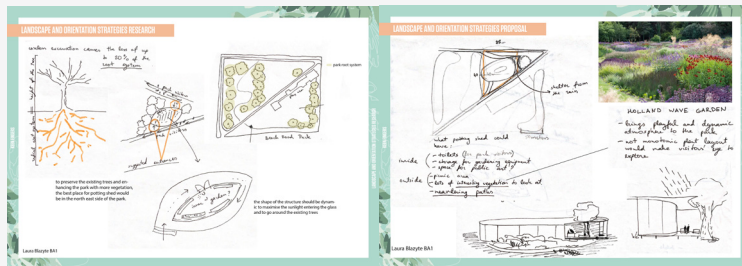
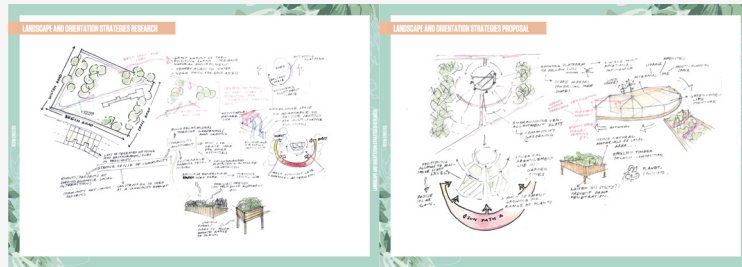


Image Top:
Anna Loasby's drawings

Image Middle:
Laura Blazyte's drawings

Image Bottom:
Caption Here
Myles Cathcart Wootton's
drawings

Social and Community Impact

Research and Idea Workshop 3

The focus of this section was using the shed as a social tool within the local community and its existing context. Could this shed have multiple purposes? Is it inclusive and representative of a diverse range of needs? Does it enhance the experience of the park and integrate and provide for the community in more ways than just a potting shed?

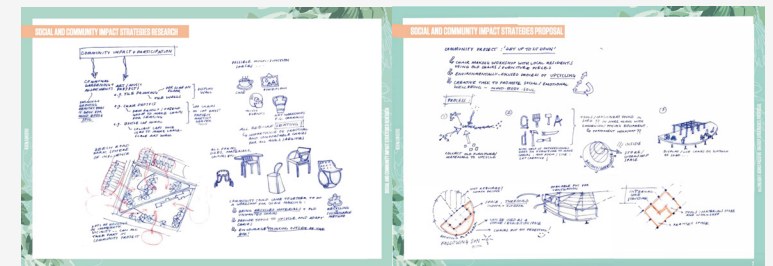


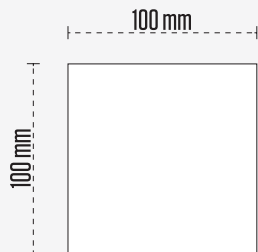
Image Top:
Myles BA 1 and Vinaya
BA2's drawings

Image Middle:
Anna Loasby's drawings

Image Bottom:
Caption Here
Laura Blazyte's drawing

Collaborative Tiles

A collective porcelain tile facade painted by the Beech road park community



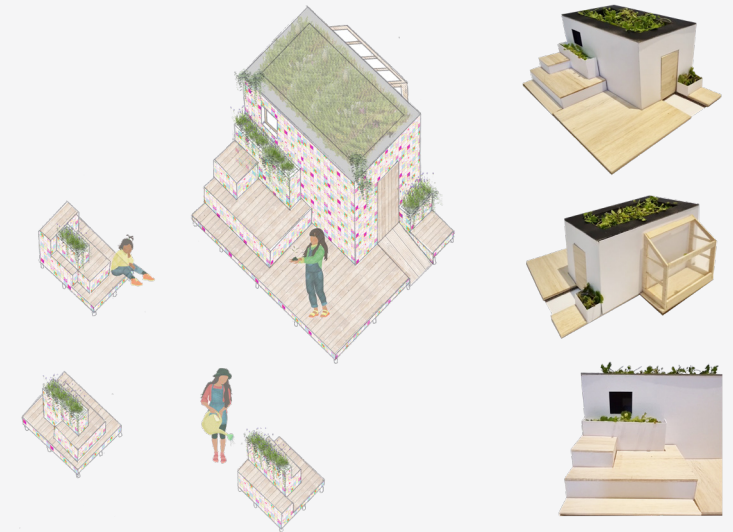
This image displays an example of the collective tiles which will be used to render the various interventions within Beech Road Park. Each tile will be individually painted by members of the Beech Road Park community.

Image Top: BA + March tile patterns

During the meeting with the Friends of Beech road partners they were keen to express the importance of this park being for everyone. This design aims to encourage community participation throughout all ages. The potting shed, arch and planter benches will celebrate the park and the friends of beech road parks tight knit community. Each member will feel that they have individually contributed to this inclusive intervention addressing issues such as community participation and collective memory.

Potting Shed Design Proposal

NO. 1



The potting shed proposal incorporates all of our students work which they focussed on in their first week of workshops.

The potting shed is orientated in a fenced corner towards Beech Road, at the south side of the site. Nursery plants are displayed in the window of the solar space near the boundary of the park for the passers by to view.

The primary volume of the shed is robust, as requested by the partners as they expressed concerns to do with security.

The shed absorbs rainwater from its green roof which also speaks the same language as the planters and benches.

Image Left: Axonometric drawing

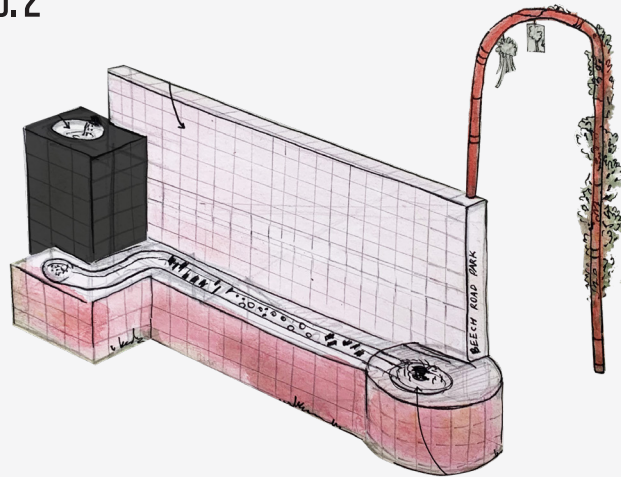
Image Right: Physical models

The main driver for this potting shed was the community inclusion and its relationship with the rest of the park. During a meeting with the partners, the committee expressed their promotion for inclusivity within the park, emphasising it is a space for everyone, especially during these unprecedented times. All members of the community should have access and feel welcome at the park.

The shed incorporates a stage design which encourages the community to hold a variety of events and collective activities such as meetings, performances and casual lounging.

Arch Design Proposal

No. 2



The welcome arch has been designed to welcome members of the community as well as new visitors into the park. Marking the threshold space between the entrance and the green space. It also frames the pathway leading directly across the park creating a meeting place for friends and families to gather.

The archway will be a cast metal curve sprayed in a vibrant pink colour, incorporating metal loops for children to tie their creative craft pieces to which they make in the workshops the park runs on a regular basis.

The design incorporates a tiled wall which will display individual members of the communities 100 x 100mm tiles. Behind the wall to the left hand side there is a small drinks fountain for children to drink from. The fountain incorporates a Carlos Scarpa inspired water feature, enabling children to stay hydrated and adding a playful piece to the design. Each element of the welcome arch encourages the community to participate with it, from the metal arch to the tiles wall to the water fountain.



Image Top:
Axonometric drawing

Image Bottom:
Physical model

Planter bench Design Proposal

No. 3



The planter bench proposal is a flexible design which has been created to give the park a small area for people and children to sit, interact or have a picnic or a dance! The planter speaks the same language as the potting shed and the welcome arch by incorporating the tiled walls, treated wooden tops and pedestal legs. The planter will be a moveable piece which can be sited anywhere in the park however we have placed it opposite the playground currently as a space for parents to meet and watch their children play.

Each of the designed elements aims to be a flexible piece which encourages the community to appropriate the use of each item as they please. We hope that our designs deliver some creative pieces of park furniture which people feel comfortable with and that will add social value to Beech road park.



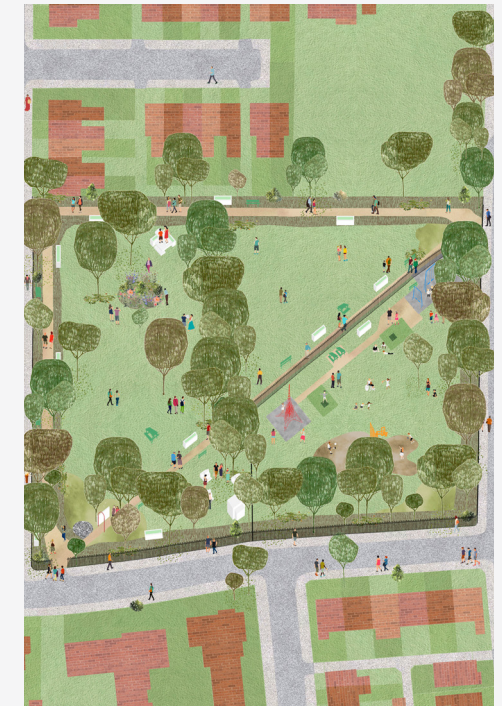
Image Top:
Axonometric drawing

Image Bottom:
Physical model

The Booklet

Our final output!

The booklet is the final output of the Keen Fingers group and a culmination of our efforts. It has been designed for our client: "The Friends of Beech Road Park". This booklet provides an in-depth look at all the materials from start to finish, showing our design proposals for Beech Road Park in Chorlton.



ABOUT

Each year the MSA Live (formerly Events) programme unites M Arch. year 01 with B Arch. year 01 and 02 and M Land. Arch 01 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 join 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 4 cohorts in MSA will work on 42 projects with partners.

QUESTIONS

For questions about MSA Live 21 contact MSA Live Lead: Becky Sobell:
b.sobell@mmu.ac.uk

BLOG

live.msa.ac.uk/2021

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