

# 360°

buildings and spaces: **learning** from every angle ▀ issue 10 ▀ july 2006

**Focus:**  
How Places Work

**Resources:**  
CABE teaching resources

**News:**  
From the national  
architecture and built  
environment centres

**Update:**  
Engaging Places, England's  
new one-stop shop for built  
environment education



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### Laying the Foundations: Using the built environment to teach

The Department for Culture, Media and Sport (DCMS) and the Department for Education and Skills (DfES) have published a new booklet aimed at teachers and other educators called *Laying the Foundations: Using the Built Environment to Teach*. It aims to build on the growing interest in heritage and built environment education and uses a series of case studies to show the many ways that the places and spaces that surround schools can be used to enrich the curriculum, provide accessible out of classroom learning experiences and help make connections between the school and the wider community. For a copy please contact **akhbar.mohamed@culture.gsi.gov.uk** or telephone 020 7211 2346.



## Welcome°

In September 2006 CABC are launching How Places Work, a programme that will enable 12,000 young people to visit buildings and spaces in their area. As CABC's new head of education I join a creative and dedicated team and we are all excited to see how the first year of the programme will evolve.

On page 10 there is an overview of the programme and on pages 11-13 a sample of some of the learning resources which will be included in the forthcoming teacher's publication. In partnership with the Architecture Centre Network, we want to ensure that key learning objectives are at the core of the programme and that both the visits and the work that takes place back in the classroom offer young people a real chance to engage with and value their built environment.

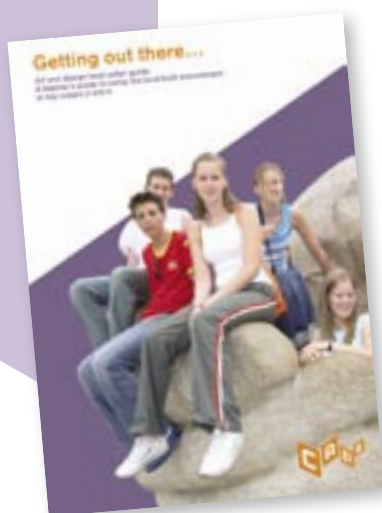
In addition, How Places Work offers an excellent opportunity for teachers and other learning professionals to work together to ensure that young people's experience of the built environment transcends subject boundaries and is a part of the wider school curriculum. To this end we intend to ensure that the best of the follow up work is exhibited and celebrated.

In this issue we have taken a look at one architecture centre in more depth. We are delighted that Robert Powell, Executive Director of Public Arts has written a feature for this issue. Our Education Network continues to expand and over the next year we are hoping to broaden the audience reach of 360°. I look forward to developing the education work here at CABC. As ever we value your feedback and would love to hear more on the young people's projects you are involved in.

**Nancy O'Brien**  
Head of education

# CABE education resources<sup>o</sup>

All CABE education resources are available free of charge and can be found at [www.cabe.org.uk/teachingresources](http://www.cabe.org.uk/teachingresources). All our resources identify curriculum links, learning objectives and contain suggestions for interactive activities. To order any of these publications please call us on 020 7070 6700 or email [education@cabe.org.uk](mailto:education@cabe.org.uk)



## Key stage 2

### Neighbourhood journeys: making the ordinary extraordinary

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Using the local built environment as a context for learning in and around the school.

## Key stage 3

### Living futures

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A downloadable PDF geography and citizenship resource exploring the future of housing.

## Key stages 3 and 4

### Creative spaces: improving school design

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[www.ncw.org.uk/creativespaces](http://www.ncw.org.uk/creativespaces)

A design and technology website resource using the design quality indicator tool for assessing quality of design in buildings.

### Getting out there: geography and citizenship local safari guide

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Six local safari ideas to support teachers in taking their students out into the local built environment.

### New Getting out there: art and design local safari guide

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Five local safari ideas to support teachers in using local buildings, places and spaces for teaching art and design.

## Key stage 4

### Where will I live?

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[www.geography.org.uk/projects/wherewilllive](http://www.geography.org.uk/projects/wherewilllive)

A website resource for GCSE Geography students exploring housing issues developed in partnership with the Geographical Association.

## Key stage 5

### Making better places

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[www.makingbetterplaces.org.uk](http://www.makingbetterplaces.org.uk)

Analysing the design and structure of places and developing design solutions. Material developed by Joint Centre for Urban Design (JCUD) at Oxford Brookes and supported by CABE.

## Guides

### What would you do with this space? Involving young people in the design and care of urban spaces.

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A good practice guide exploring involving young people and illustrated with case studies.

### Being involved in school design: a guide for school communities, local authorities, funders and design and construction teams

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The guide includes 10 case studies and a getting involved checklist and chart.

## Programmes

### Getting out there

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[www.cabe.org.uk/teachingresources/gettingoutthere](http://www.cabe.org.uk/teachingresources/gettingoutthere)

To support teachers in taking their students out into the local built environment we have developed a section of the CABE website containing inspiring case studies with links to key resources and useful contacts.

### How Places Work

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A national programme of facilitated visits to help young people understand how places work, raising the aspirations they have for their built environment. For further details please contact [howplaceswork@cabe.org.uk](mailto:howplaceswork@cabe.org.uk).

## How Places Work

**How does a place work? Why does a building or space look the way it does? Who designed it that way and why? How is it used and who by? Does it function as it should or does it fail its users?**

*How Places Work* is a national programme from CABE which will give young people at key stage 3 the chance to visit places and spaces to find out what it is that makes them work.

In partnership with the Architecture Centre Network, school visits will be guided by facilitators with a passion for a place and the ability to communicate their knowledge and enthusiasm to young people. Teachers will be provided with support materials that will help them to make the best use of the visit and take part in the follow-up project *How my place works*, which will ask students to use the knowledge and insights gained on their visit to investigate a building or space that has particular relevance to their own lives.

Thinking about how a place works and why opens up space for debate that goes beyond questions of taste. Design should be approached through a discussion of functional and not just aesthetic qualities. By focusing on who a building is there for and how it serves (or fails to serve) them, young people can discover shared values that take them beyond their instinctive reactions of how it looks, allowing them to really assess and analyse the value of a place.

The aim of these visits is about discovery – the more young people discover for themselves, the more engaged they will be and the more they will learn. Direct experience is an incredibly valuable way of fostering this process.

The following information is intended to stimulate students to think about buildings, places and spaces and the way they understand how a place works. It can be used as an exercise independently of our national visits programme, providing a focus for investigating your own local environment whether it be your school, a local public building or a public space. The aim is to encourage genuine observation, analysis, criticism and evaluation of that space or building. Students can do this by adopting one of three roles to help them discover a place – reporter, collector or explorer.



© Alys Tomlinson



## Activity

Divide the class into three groups and assign them each one of the following roles of reporter, collector or explorer. Then ask them to analyse the following aspects of the building or space that they are investigating.

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### Reporter

The reporters should approach buildings and places by asking questions. They need to be ready to interact with people as well as listening, watching, photographing and taking notes. The interview is a powerful tool of the reporter so long as it is carefully prepared. Reporters should make sure that they approach a place with a set of questions in mind that need answering one way or the other, such as:

- **Whose idea was the building?**
- **Who uses it?**
- **How many different types of users are there?**
- **What effect does the building have on users?**
- **What is the building made of?**
- **How does it stand up?**
- **How was it built?**
- **When was it built? How long will it last?**
- **Who paid for it, and how much did it cost?**
- **Do people enjoy using the building?**
- **What do people say about it?**
- **What does it feel like to be there?**





### Collector

The role of the collectors is to look out for all the suggestive objects, fragments, shapes and patterns that are an essential part of how we experience a place, but which we often neglect or forget about all together.

This means thinking about where buildings are located, the relationship between them and the local geography, as well as the buildings and places themselves.

Collectors might collect:

- **objects such as leaves, pebbles, tickets, leaflets, postcards and information sheets**
- **impressions and images with photography and sketches**
- **textures through rubbings or swatches of material**



### Explorer

The way we see places depends on how we use them. It can help to see places afresh by imagining a different way of interacting with them. This is the role of the explorer.

Explorers approach buildings as if they were mountains, cliff faces or caves waiting to be climbed. This is an exciting activity and a new way of looking and thinking, but we are not asking for any actual physical climbing.

During a visit they might:

- **look for handholds, ledges, places you can tie a rope to**
- **identify rough surfaces that give a good grip and smooth ones that could be a danger**
- **find places to rest and shelter from the wind and rain**
- **measure a typical stair riser and count the number of steps to calculate the building height**
- **make a map and draw the path you take into the building and record the number of steps you take and changes in direction**
- **find an alternative entrance and exit**



When students have collected their information and responses, they can be combined into multimedia narratives or displays that capture the essence of the place, its strengths and weaknesses, its history and meaning and how it could be improved or adapted. For instance a classroom project could include –

**Hold a class debate**

What did they like or dislike about the building or space?  
What would they change and why?

**Create a map or model of the building**

Make a box or container to capture the essence of the building or space studied. These could be objects, written work, photographs, drawings, recordings or samples of materials.

**Create a class collage exploring all the aspects they investigated.**

Assemble and label a collection of objects and drawings that express their response to and experience of a building.

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If you are a teacher and you would like to register an interest in being involved in the How Places Work programme, or if you would like further information, please contact us on 020 7070 6805 or email us at [howplaceswork@cabe.org.uk](mailto:howplaceswork@cabe.org.uk).



# Public Arts, Wakefield°

In each issue of 360° we will be focusing on a particular architecture and built environment centre. We begin with Public Arts, Wakefield.

## Public Arts

by Robert Powell, Executive Director

2006 marks an exciting time for Public Arts. We are celebrating its twentieth anniversary and whilst we can look back with satisfaction and pride over what has been achieved during that time, we are actually looking forward to build upon our established expertise and the knowledge we have developed.

From our creative base in Wakefield's Grade II\* listed Orangery, we celebrate the region's built heritage, intervene in the way the public realm is being remade now, and, crucially, explore the future potential of the region's built environment. We are trying to make better places through imagination and our involvement with people: in regeneration, in our contribution to place making through the arts and education, and in the development of skills and knowledge.

**Clockwise from top** The new orangery extension by SMC Alsop; *Sounds Like the Orangery* workshop with word artist Rowena Easton and pupils from Mount Primary School in Wakefield; *Keep it Reel* film project which took place with Hemsorth Arts and Community College in March 2006; The Green in Wakefield by Whitelaw Turkington and Walter Jack.

© SMC Alsop



© Keep it Reel © Andrea Mance



© Grenville Charles



The Green © Grenville Charles

For further information on the work of Public Arts please contact us on 01924 215 550 or go to [www.public-arts.co.uk](http://www.public-arts.co.uk)

Our learning programme People Making Places was launched in 2002 with support from CABE, Arts Council England and Yorkshire Forward to help improve regional demand and capacity for high quality urban design, a creative built environment programme with an open, inclusive and inviting spirit aimed at anyone from any background, age or level of knowledge. Since the programme began we have run 57 events with over 2000 participants, 135 artists and professionals and worked with 186 young people. An additional 35,000 people experienced our two street transformation projects, *Incline* by Trudi Entwistle (2002) and *The Green* by Whitelaw Turkington and Walter Jack (2003).

Over the next two years we estimate that we will provide opportunities for at least 1200 young people through the People Making Places programme and CABE's *How Places Work* initiative.

Public Arts continues to do public art strategies and projects – often involving young people. We are also delivering a community skills programme for regional towns and cities as part of Yorkshire Forward's Renaissance initiative, work which has also led us to engage and support young people in thinking about the present and future of their communities.

We have exciting plans to develop our base with SMC Alsop's imaginative designs for the extension and refurbishment of the Orangery. The bold new *Creative Centre for the Built Environment* will be a new chapter in the rich tradition of the original 18th century Orangery site, expanding upon the existing space and offering people of all ages education and information about their built environment and how they can engage in its planning and improvement. It will also provide training and the sharing of best practice for professionals in urban design, culture and education, health and regeneration.

# News from the Architecture Centre Network<sup>o</sup>



**Architecture Centre Network**  
The Architecture Centre Network coordinates, supports and advances the work of architecture and related built environment centres. For details of your local architecture or built environment centre, as well as news, activities, events and programmes in your region please go to [www.architecturecentre.net](http://www.architecturecentre.net).

## A new architecture centre for the South Midlands

The Milton Keynes and South Midlands Architecture and Built Environment Centre (MKSM) is now up and running. It is an independent resource which exists to champion better design of buildings, spaces and places by working with all those involved in development in the MKSM growth area. To make contact or find out more email Carlton Roberts-James at [carlton-mksm@hotmail.co.uk](mailto:carlton-mksm@hotmail.co.uk).

## Chillooteries!

Northern Architecture are currently running the second round of *The A-Factor* – an education and training programme for architectural assistants and newly qualified architects to work with schools and colleges. This year's participants have come up with *Chillooteries* - small structures in which people can rest, think and watch the world go by and are busy inspiring and guiding primary school and college students to design chillooteries for their schools, colleges and communities. Models from these projects will be displayed throughout Newcastle's Castle Keep during Architecture Week 2006. Contact Laura Broderick at [laura@northernarchitecture.com](mailto:laura@northernarchitecture.com) or 0191 260 2191 for further information.



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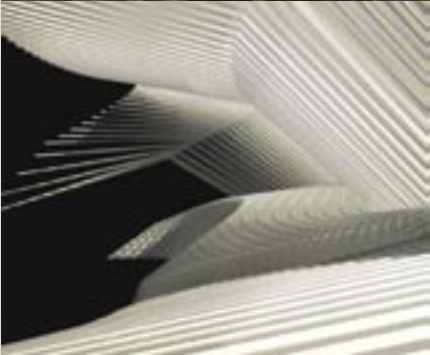
Students' chillooterie design work in progress



© The Building Exploratory

## Memory Blitz

*Memory Blitz* was an intergenerational project that celebrated the 60th anniversary of the end of the Second World War by recording the wartime memories of Hackney residents. Year 5 pupils from Northwold School interviewed older Hackney residents about their experiences during the war. Listening to these memories enabled them to understand the impact the war had on the lives of local people and how it affected the built environment. Back in the classroom, their responses were written on parcel tags and incorporated into a large scale artwork along with bomb damage photography and images of the children themselves. A web-based resource has been created using material gathered during the project including artwork, written memories, audio recordings of participants' memories and photographs of participants along with bomb damage images and maps at [www.brickfields.org.uk](http://www.brickfields.org.uk). For further information contact Alex Cowlshaw at [mail@buildingexploratory.org.uk](mailto:mail@buildingexploratory.org.uk).



### MADE's Youth Space launch

Youth Space is a collaborative design project across the West Midlands bringing together young people with architects and artists to design and construct six bespoke youth shelters. These range from a sympathetic timber structure in a rural setting to a skate park inspired shelter situated on an inner city roundabout. The success of the project has been documented in a new publication and short film exploring the processes, working methods, results and the lessons learned. All six regional youth spaces, if not yet complete, are nearing completion, and all celebrate this process of effective engagement, consultation and collaboration with young people. Copies of the Youth Space book and DVD of the accompanying film are available from MADE priced £10.99. Please contact Sally Robertshaw on 0121 633 9333 or [sally@made.org.uk](mailto:sally@made.org.uk) for further details.

### Building Schools for the Future: Student Conference

Opun, the architecture and built environment centre for the East Midlands is working with Nottingham City LEA, Creative Partnerships and learning-space to provide a student designed and led conference in June for 150 students and staff from schools identified in the Building Schools for the Future (BSF) programme in the region. The purpose of the conference is to look at how to have a real influence and impact on the BSF programme by promoting 'pupil voice' and student involvement, exploring what learning might mean in the 21st century, raising aspirations about the quality of school design as well as developing the skills of participating students. It is also hoped that the aspirations of these students will be raised in respect of higher education and career choices and that partnership working in the region will be developed. If you would like to find out more about how to become involved in this discussion and regional exchange about work taking place in relation to the BSF programme please contact Opun on 0870 240 4459 or [info@opun.org.uk](mailto:info@opun.org.uk).

### Shaping Places

The Kent Architecture Centre has just published a 96 page book as a key outcome of their *Shaping Places* education programme which involved teachers working with artists and built environment practitioners in schools, both primary and secondary, across the south east region. The book explains what has been learned from the process of inter-professional collaboration in education through projects in 15 schools over a period of two years and emphasises those ideas and methods of learning and teaching that can transfer to other schools and be used by other educators. A paper copy of the *Shaping Places* book will be sent to every primary and secondary school in the south east region and is also available as a PDF on the Kent Architecture Centre, Architecture Centre Network and South East Excellence websites. For more information please contact Annette Hards, Kent Architecture Centre on 01634 401166 or [annette.hards@kentarchitecture.co.uk](mailto:annette.hards@kentarchitecture.co.uk).



Sign up to our network of teachers, educators and other professionals interested in built environment education to get free copies of 360° magazine mailed to you direct.

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**Region:**

North East

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West Midlands

London

South West

North West

East Midlands

Eastern England

South East

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Please identify your specific areas of interest:

All areas

Primary education

Secondary education

Secondary geography

Secondary citizenship

Secondary art and design

Secondary design and technology

Secondary history

Informal education

Higher and further education

Regeneration

Social inclusion

Family learning

Community development

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## Inspiring young people to get more out of buildings and spaces.

The built environment contains a wealth of learning opportunities which can support both the national curriculum and informal learning. The potential to engage young people in the built environment is enormous and CABE is doing this in a number of ways:

- Producing classroom resources for teachers and other educators which engage young people in their built environment. These include a range of activities and project ideas that could also be transferred to an informal learning context.
- Publishing a range of good practice guides illustrating ways of involving and engaging young people in improving their built environment.
- Running a programme of young people's visits to enable school children to experience the built environment first hand guided by passionate facilitators.
- Supporting our Education Network which brings together teachers, educators and other professionals interested in built environment education for young people.
- Compiling research on the needs and current practice of the built environment education sector.
- CABE supports the Architecture Centre Network working with architecture centres across the country running programmes of educational activities for children.

Our aim is to ensure that young people understand the value of well-designed buildings and spaces. Our ultimate ambition is to nurture a generation of confident and demanding citizens, to play an active role in improving the villages, towns and cities that we live in.



Department for  
Communities and  
Local Government