PROGRAM MISSION

The Adopt-A-School program fosters partnerships between local architecture firms and Baltimore City schools. Through these close knit partnerships, design professionals and educators work together to create comprehensive lessons about architecture with a focus on Baltimore neighborhoods, encouraging students to think big about their communities and expand their horizons to careers in design.
LEARNING OBJECTIVES
1. Research & Analysis
2. Design Process
3. Representation
4. Site Design
5. Office & Pierce’s Park Tour
PPPCS & DESIGN COLLECTIVE

Adopt-A-School Partnership
LESSON 1

RESEARCH & ANALYSIS
In the first lesson the students are presented with their assignment for the program: design a community center in Patterson Park.

» Site Analysis
  • Understanding context
    ▪ What natural and built elements make up Patterson Park?

» Precedents
  • Familiar Programs
    ▪ What belongs inside a community center?
    ▪ What belongs outside a community center?

» Program
  • Desired Program
    ▪ What programs do you want in your community center?

» Individual Design
INSIDE THE CLASSROOM

Lesson 1

What belongs inside a community center?

What belongs outside a community center?
LESSON 2

DESIGN PROCESS
During the second lesson the students choose the programs for their community center and organize their location within the site boundary.

» Adjacencies
  • Understanding how programs relate to one another
    - Which spaces want to be next to each other? Which spaces want to be distant?
    - How does one space connect to another?

» Scale
  • Compare program scales
    - What will fit within the project site?
    - How can you best utilize the space on your site?

» Group Design
  • Working together to develop a community center program plan
INSIDE THE CLASSROOM

Lesson 2

Adjacencies | Do these programs want to be connected?

Scale | Which feels better?
LESSON 3

REPRESENTATION
The third lesson introduces the students to the most common representation techniques used by designers.

» Techniques
• Review different forms of representing ideas
  □ Hand sketching and forming versus digital modeling

» 3D Massing
• Different forms for different programs
  □ How can massings be oriented on a site?
  □ What types of spaces are created when programs are stacked?

» 2D Elevations
• The Facade
  □ What does the exterior of a building look like?
  □ How does massing inform elevation?
SITE DESIGN
The final lesson focuses on site development through circulation and landscape with an office and park tour focusing on local plant material right here in Baltimore.

» Circulation
  • How does a person move from one point to another on a site?

» Materiality
  • Greenery versus hardscape
    □ What does materiality tell visitors about a space?

» Trees
  • What do trees do for us?
  • How can trees be arranged?

» Site Concept
  • Working together to develop the circulation and landscape around the community center massing
INSIDE THE CLASSROOM

Lesson 4
HANDS-ON EXPERIENCE

Office & Pierce’s Park Tour
WHAT’S NEXT?
Creating New Partnerships
REACHING MORE STUDENTS

REVISIONS TO THE PROGRAM

» Consider changing the program site

» How can the students continue their education in between lessons? Should the students take their work home and continue? Possibly coordinate individual work with teachers

» Get feedback from the teachers on the lessons to see if there is anything they want to incorporate/change

EXPAND WITHIN BALTIMORE CITY

» Possibly contact Kim Hahr to help recruit volunteers through ACE

» Possibly contact Leslie Harris at Harris-Kupfer Architects, a firm that had/has their own program and might be interested in participating in the Adopt-A-School program

» Reach out to different firms through lunch and learns or presentations to encourage participation—existing participating firms to share their programs and encourage firms to start their own program
LESSONS LEARNED
Implementing Success to Other FAR Programs
CURRENT PROGRAM

WHAT WORKS

» Interactive “lectures” - when asked to vote, provide suggestions, state their opinions, etc. students are more engaged
» Program elements are relatable to the students
» Hands-on activities
» Group activities over individual activities; the students learn to compromise and make decisions as a group
» 1 volunteer to no more than 8 students

WHAT DOESN’T

» “Lecture” portions of the lesson greater than 10 minutes long - the students tend to lose focus after so much time; interactive lessons are more successful for longer but it’s better to keep the “lecture” shorter in case the students are too shy to participate
» Detail oriented activities - the students respond well when you ask them conceptual big-picture questions like “why?” over architectural detail questions
LESSONS LEARNED APPLIED
Expand Your Horizons

20 SLIDES
2 ACTIVITIES
1 HOUR
LESSONS LEARNED APPLIED
Expand Your Horizons

20 SLIDES
2 ACTIVITIES
1 HOUR
1. Reduce the number of slides
2. Reduce to 1 main activity
3. Provide a takeaway in order for the students to do more research on their
LESSONS LEARNED APPLIED
Expand Your Horizons

what do architects do?
1. Introductions - each volunteer explains their role at their job
2. Ask the question “What do architects do?”

what do we create?
1. Representation examples related to the specific activity

let’s design!
1. Explain the activity
2. Design!

here’s how to learn more!
1. Takeaways with more information about famous female architects, women owned firms, etc.