

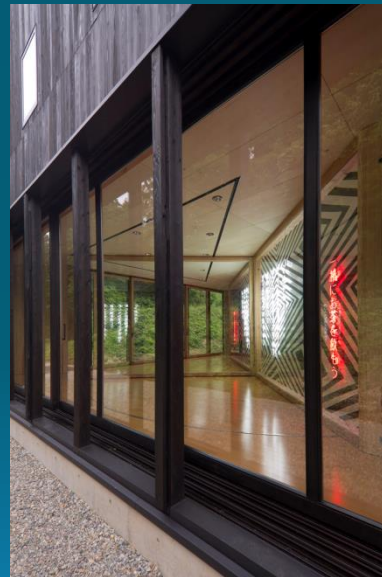
***GRADIENT***  
**ARCHITECT IN RESIDENCE**  
**PROGRAM 2014**

**VADEA GRANT**  
**SALLY LEANEY**  
**NORTHERN BEACHES SECONDARY COLLEGE,**  
**BALGOWLAH BOYS CAMPUS**

# The architect Andrew Burns, Andrew Burns Architects.

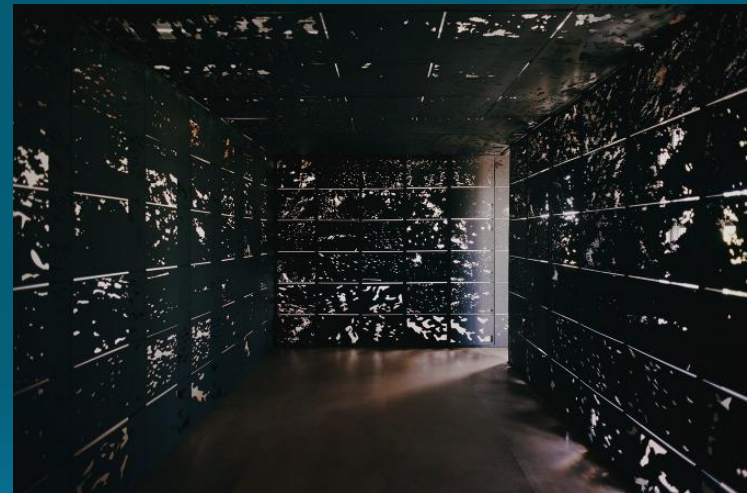
- Winner of the 2014 National Emerging Architect Prize.
- Australia House - a gallery, studio and atelier in the 'snow country' of Niigata Prefecture. Artist [Brook Andrew](#) exhibited his work 'Mountain Home - dhirrayn ngurang' during the 5th [Echigo-Tsumari Art Triennale](#). Unique collaboration between architect and artist.
- VADEA Collaborations.

EMERGING  
ARCHITECT  
PRIZE



Images: <http://www.andrewburns.net.au/#Australia-House-Japan>, Photography by Brett Boardman.

# Past collaboration with schools: Stones of Newington – Newington College





# GRADIENT

KEY QUESTION:

*HOW MIGHT AN ARCHITECT IN RESIDENCE PROGRAM HELP US TO CRITICALLY CONSIDER THE ARCHITECTURAL SPACES THAT WE INHABIT, THEREBY ALLOWING US TO BRING COLOUR AND VITALITY INTO THESE INSTITUTIONS?*

# Balgowlah Boys Campus

- Public boys high school on Sydney's Northern Beaches, approximately 650 students
- Part of a College Campus, including Freshwater Senior Campus and Manly Selective Campus
- Recognition in the local community for its excellent range of quality learning opportunities for boys. Currently experiencing growth in popularity and student numbers
- A recognised 'spirit' within the school
- Interest in improving the aesthetics of the school – school aesthetics program



# Overview of teaching and learning

- Architect Pre-visit – assessment of site
- Launch Day
- Fabrication Day
- Standard lessons
- Showcase Evening



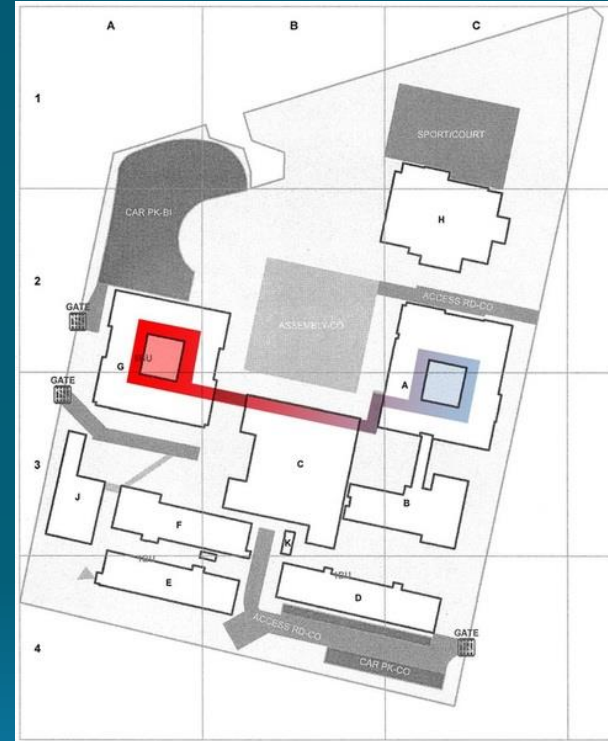
# Key ideas – Architect Pre-visit

- Balgowlah Boys – a brutalist style
- = a canvas to consider evolving approaches to architecture.
- Theoretical base identified – i.e. characteristics of the style, key architect examples (Mies van der Rohe, etc.)
- Relevance of Brutalism today – resurgence of popularity
- However, SHIFTS in architectural practice since Brutalism – move away from heavy structure, embracing lightness, colour and perhaps more playful qualities.



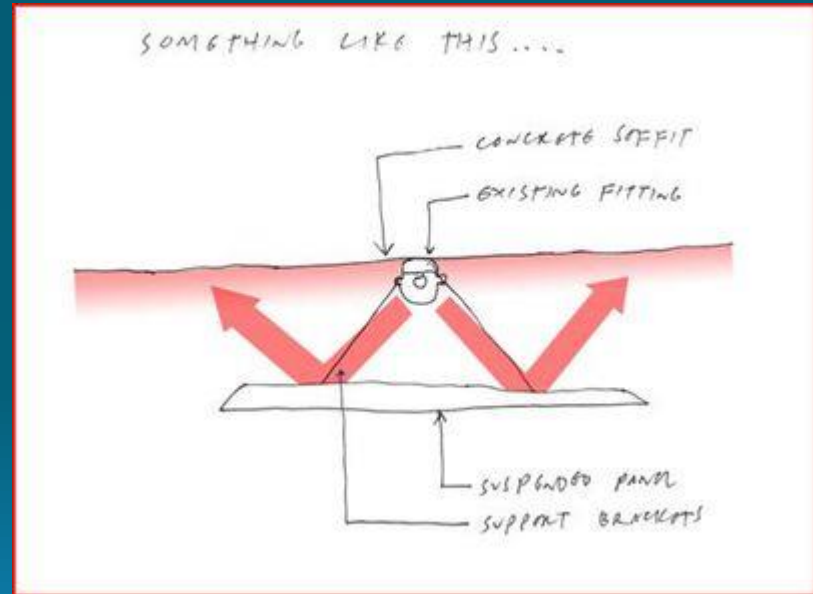
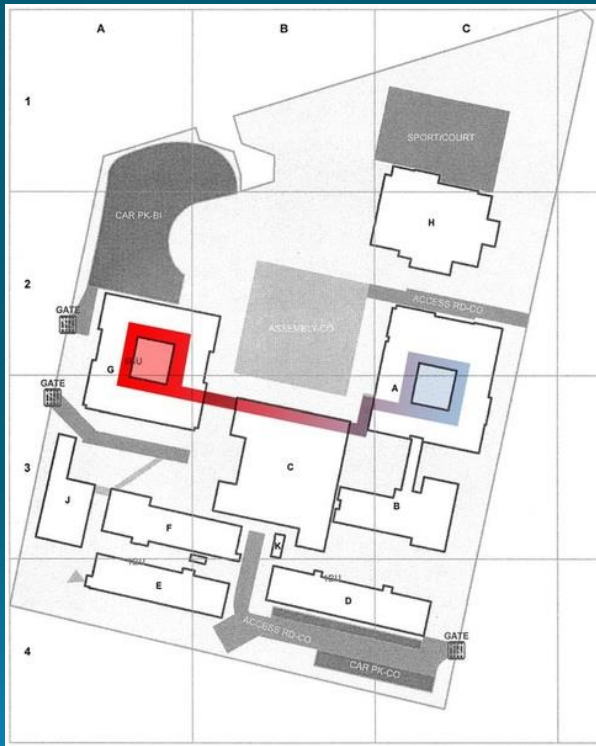
# The Design for Gradient

- **Gradient** – temporary installation in the corridor that leads from A block to G block
- 28 suspended panels mounted to light fittings, designed and fabricated by the D&T students.
- Designed to bounce light onto the concrete ceiling, with a colour gradient developed by the Visual Arts students.
- The gradient scheme developed using Photoshop software.





# Architectural plans



# Launch Day - Friday 30<sup>th</sup> May 2014



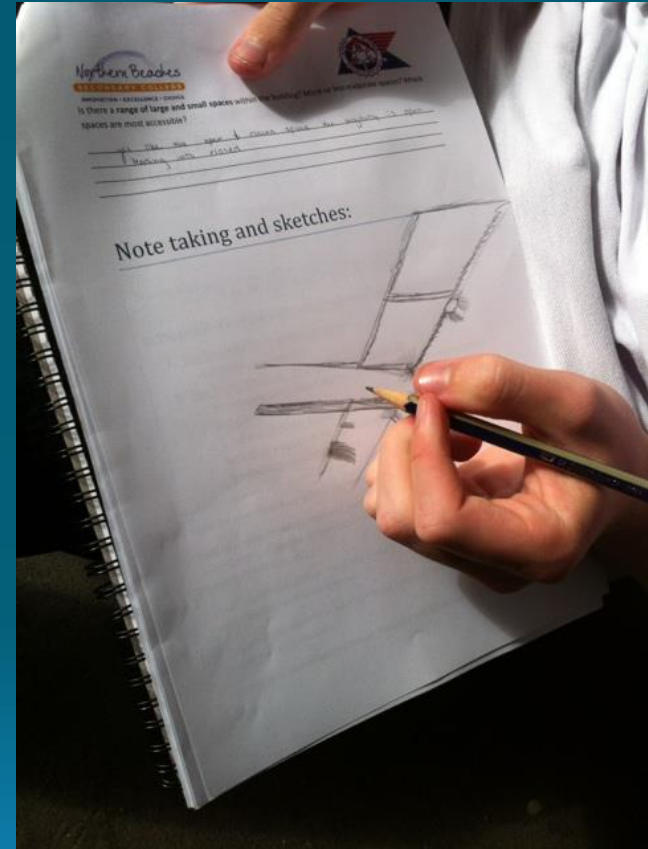
Architect talk – 2 x 50 minute periods including questions and morning tea

# Student Booklet - Launch Day

- Booklet contained architectural plans and design, information about the architect, focus question, project outline/rationale, role of Visual Arts students and role of D+T students, links
- **Site investigation #1**
- Groups of 3-4 - initial assessment of the school's architecture
- Questions adapted from D'Alleva, A. (2013). *How to write art history*. London: Laurence King Pub. For example:
  - What is the **scale** of the building in relation to humans?
  - Are parts of the building **emphasised**? **Type or style of design** obvious? **Geometric** or more **organic** forms?
  - Do the buildings convey a **sense of unity**?
  - Is there interplay between **solids and negative spaces**?

# Student Booklet – Launch Day

- **Site Investigation #2:**
- **Document the site via drawings/sketches, notes and photography:**
- a complex understanding of the site. Include close-up photographs of details such as doors, paint colours, light fittings, etc.
- 2 x 50 minute periods to complete both site investigations.



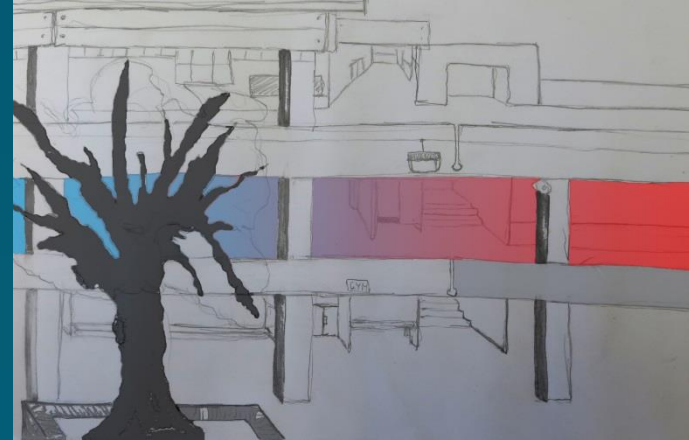
# Launch Day –Research and planning



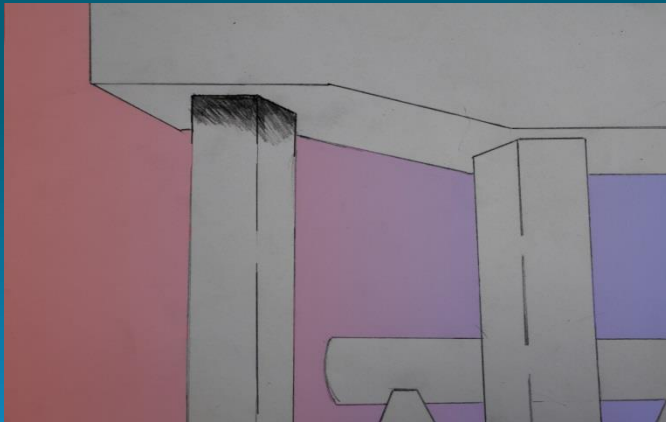
# Student designs – edited drawings



Liam D



Matt T



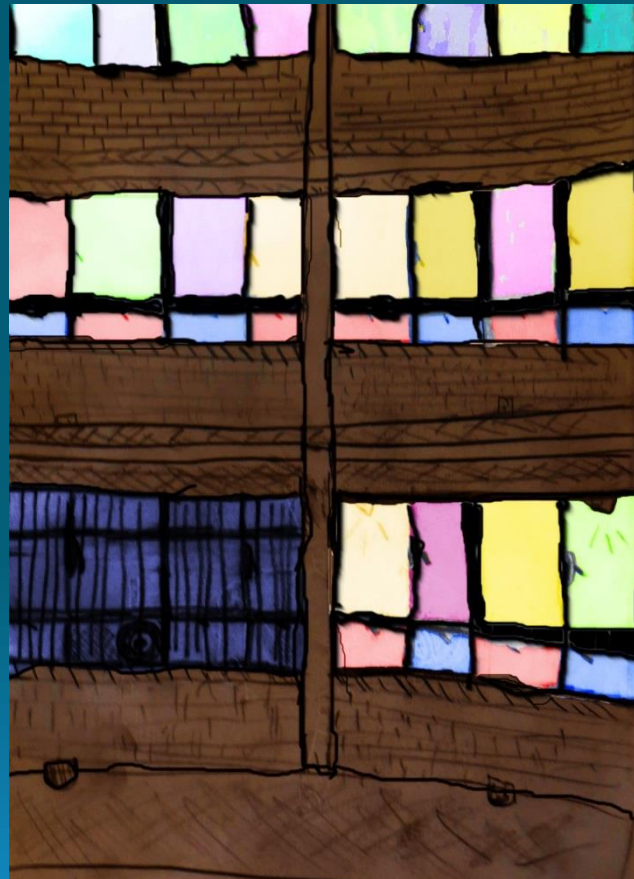
John N



Wilson T



# Student designs – edited drawings



# Student Designs – edited photographs



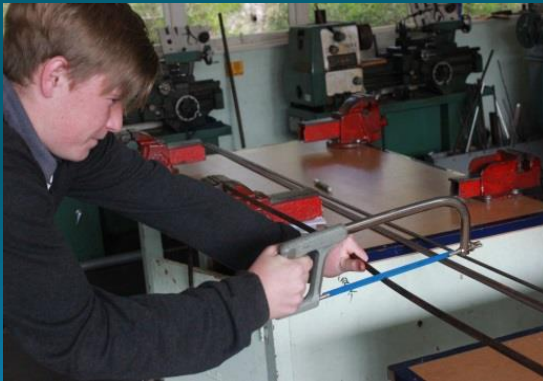
**Wilson T**



**Arjun W**



# Fabrication Incursion



# Fabrication and testing



# Art study: Andrew Burn's *Fugitive Structures* - Crescent House

HSC Trial Examination 2014



# Showcase evening

- Monday 17<sup>th</sup> November
- The installation viewed in the main quadrangle.
- Light supper and an exhibition of student drawings, plans and photographs held main Visual Arts Room
- Architect Andrew Burns opened evening
- Students, parents, teachers, executive





# Response from parent and architect Kathlyn Loseby

B.Sc (Arch) B.Arch (Hons)

RAIA, NSW Registered Architect 6267

Examiner: Architects Accreditation Council of  
Australia

# Architect-in-Residence program with Andrew Burns

## 'GRADIENT'

### Balgowlah Boys Campus

*Enabling students to fully understand 3-Dimensional 'spaces,' meaning the 'area in between' the building forms, is not an easy process.*

*Having taught first year Architecture students at UNSW and UCanberra I fully understand the journey students must take to understand building tectonics. That is, how a building is put together with it's use of materials, the form it takes and the expression it makes. Many first year University students struggle with this in the first semester.*

*'Gradient' introduced a conceptual and practical journey for high school students to understand the tectonics of the 'spaces in between' the school buildings, linked by the journey through the corridors and made tangible by their own design and installation of coloured light reflecting boards*

*Arguably, understanding the 'spaces in between' the buildings is a harder concept to grasp than understanding the tectonics of 'actual buildings.' This is because the building forms which shape these spaces in between also need to be understood. The study and understanding of these spaces is a major aspect of Urban Design.*

*The 2-dimensional sketches, 3-dimensional modelling, written analysis and verbal dialogue given by the boys at the Gradient exhibition demonstrated a wonderful journey in 3-dimensional thinking and spatial analysis beyond what I would expect of high school students. The practicalities of the design, manufacture, placement and installation of the coloured light reflecting boards... allowed the boys to understand the way the spaces could be manipulated and interpreted.*

*I congratulate the Arts department of Bally for offering such a wonderful opportunity to the boys, and thank Andrew Burns especially for his donation of time and talent.*

Kathlyn Loseby  
B.Sc (Arch) B.Arch (Hons)  
RAIA, NSW Registered Architect 6267  
Examiner: Architects Accreditation Council of Australia