



BRISTOL OPENING DOORS

Curriculum Focus:	Art and Design (Design and Technology)
Key Stage:	3
Bristol Opening Doors Link:	<p>Bristol Heart Institute http://bristolopeningdoors.org/site/bristol-heart-institute</p> <p>The Bristol Heart Institute also features on the Bristol Opening Doors app. To download visit: http://bristolopeningdoors.org/site/download-the-free-app/</p>
Learning Objectives:	<ul style="list-style-type: none"> • Understand more about the design considerations of a building • Understand more about the need to include end users in the design process of a building/public art • Understand more about the impact of public art within a public building
Introduction:	<p>Using the Bristol Opening Doors web page, with the students explore information about and images of the Bristol Heart Institute (BHI). Next, with the students, watch film clips of the 'Atrium' and the 'Outdoor Spaces' and listen to sound clips about the 'Atrium' and 'Benefits of Good Design'. Then ask the students several short questions using the photos/films of the BHI:</p> <ul style="list-style-type: none"> • Do you like the design of the building? Why? • Do you like the use of public art in the building? Why? • What mood/ambience do you think the designers were trying to create in the Atrium area? Explain why?
Main Activity:	<p>INTRODUCTION (Whole class)</p> <p>1. Discuss with the students how CODA Architects (architects of the BHI) use a co-design approach to their buildings, working closely with the end users of a building like the BHI?</p> <p>Questions: <i>Can students list the potential benefits of a co-design process? (e.g. Produces a building that works and that people like, respect, enjoying being in and are proud of)</i> <i>Can students list all the people they think should have be involved in the design of the BHI (from surgeons to cleaners)</i></p>

Main Activity (cont.):

2. The BHI has got many examples of interesting public art inside and outside and has won an award for the 'Best Use of Visual Art in Healthcare'. They contribute towards patient wellbeing and create an atmosphere of calm and healing

Questions:

What impact do students think the art work has on: patients, relatives, staff?

Can students think of a building/public space they have visited that they think has been enhanced by the use of public art?

3. Involving healthcare staff and patients during the design process has resulting a building that is fit for purpose but also humane and less clinical feeling than many other medical buildings

Questions:

Can students think any buildings they have visited that have made them feel uncomfortable, unwelcome or threatened?

What was it about these buildings that made them feel that way?

ACTIVITY (Students work in pairs)

Explain that the patients group at the BHI would like commission a new 'uplifting' piece of public art for a relatives' room within the hospital.

Set students the challenge of designing this new piece of public art (this could be sculpture, lighting, seating, painting). Encourage the students to research other examples of inspiring public art before they begin their design process.

Students will need to consider:

- Who the new art work will be primarily be for? (e.g. Relatives of patients receiving treatment)
- How might the 'users' (relatives) be feeling when in they are the room? (Sad, stressed, anxious, tired)
- How can the art work evoke a positive response from people viewing it/using it? (e.g. Be uplifting, inspire hope, be a positive distraction, provoke a smile, be comforting)
- Practical issues such as: how will it fit in the space; how easy will it be maintain; what materials will it made from; how will it meet health and safety requirements?
- How can the art work be distinctive but also reflect the ethos of the BHI (students need to make sure their art work complements the existing public art in the building)



Main Activity (cont.):	After research and discussion, students produce their own annotated 2D design drawings.
Plenary:	<p>In pairs, students to feedback their designs to the rest of class and explain how they have thought about/responded to the questions above. Re-cap on the following learning points:</p> <ul style="list-style-type: none"> • The use of public art and involvement of the end users in the design of a building can have a significant and positive impact • Public art can be used to great effect in public buildings and have real impact on those using the building • When designing a building/piece of public art you need to consider the design brief and the needs/requirements of the end user
Extension:	<p>Linked to Design and Technology:</p> <p>Get students to create 3D models of their 2D designs. Then get each pair to 'present' their design concept to the rest of the class (who will role play as the patients group, asking questions and giving feedback).</p>
Specific Curriculum Links:	<p>Art and Design</p> <ul style="list-style-type: none"> • Understanding the role of the artist and designer in a range of contexts • Engaging with contemporary art and design, including through e-learning experiences <p>Design and Technology</p> <ul style="list-style-type: none"> • Generate ideas for products (buildings/public art) after thinking about who will use them and what they will be used for • Investigate and evaluate products (buildings/public art), thinking about how they work, how they are used and the views of the people who use them • Recognise that the quality of a product (building/public art) depends on how well it meets its intended purpose (e.g. social considerations)
Websites:	<p>Bristol Open Doors: www.bristolopeningdoors.org</p> <p>The Architecture Centre: www.architecturecentre.co.uk</p>

