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A Space for Making, Making One's Own Space

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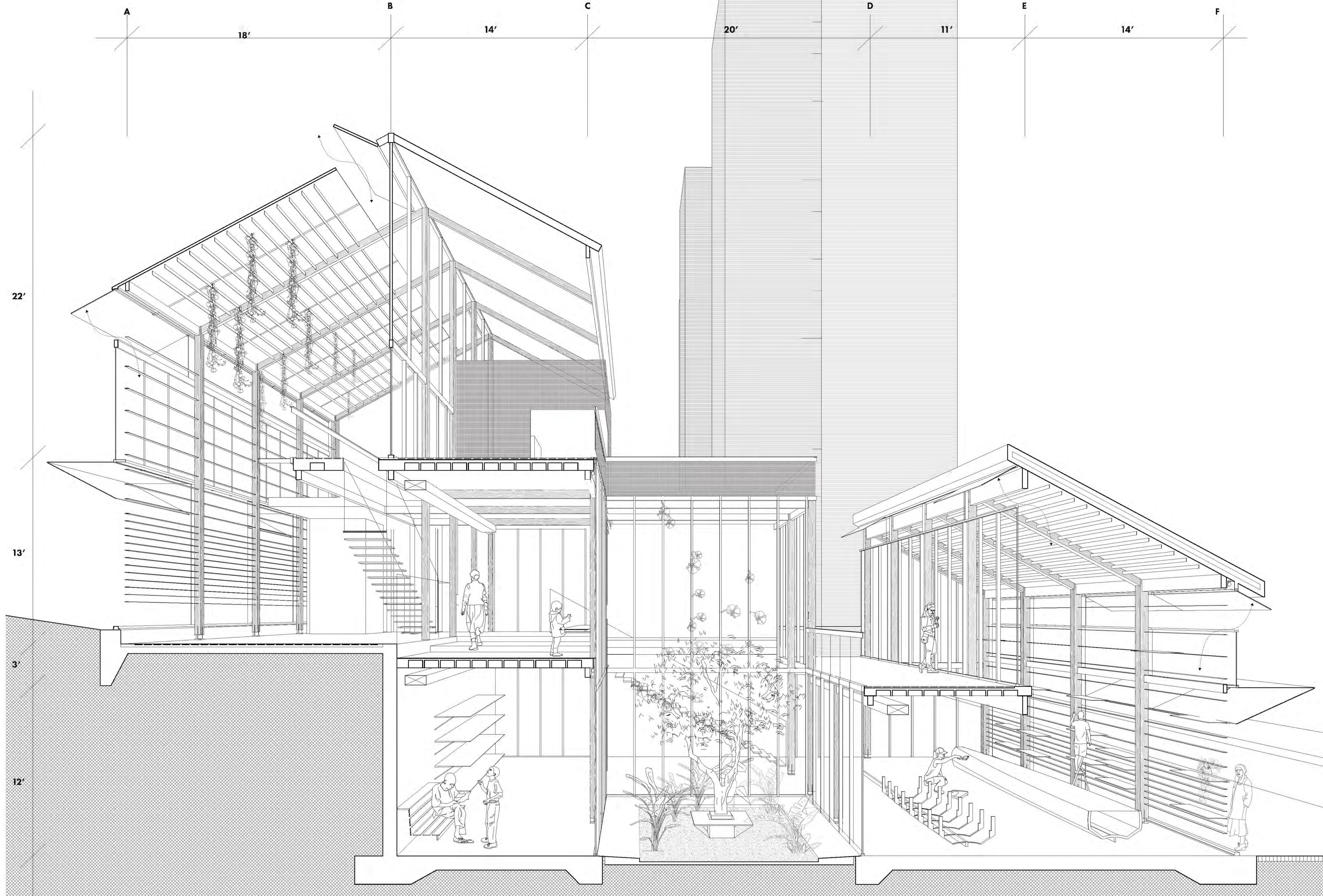


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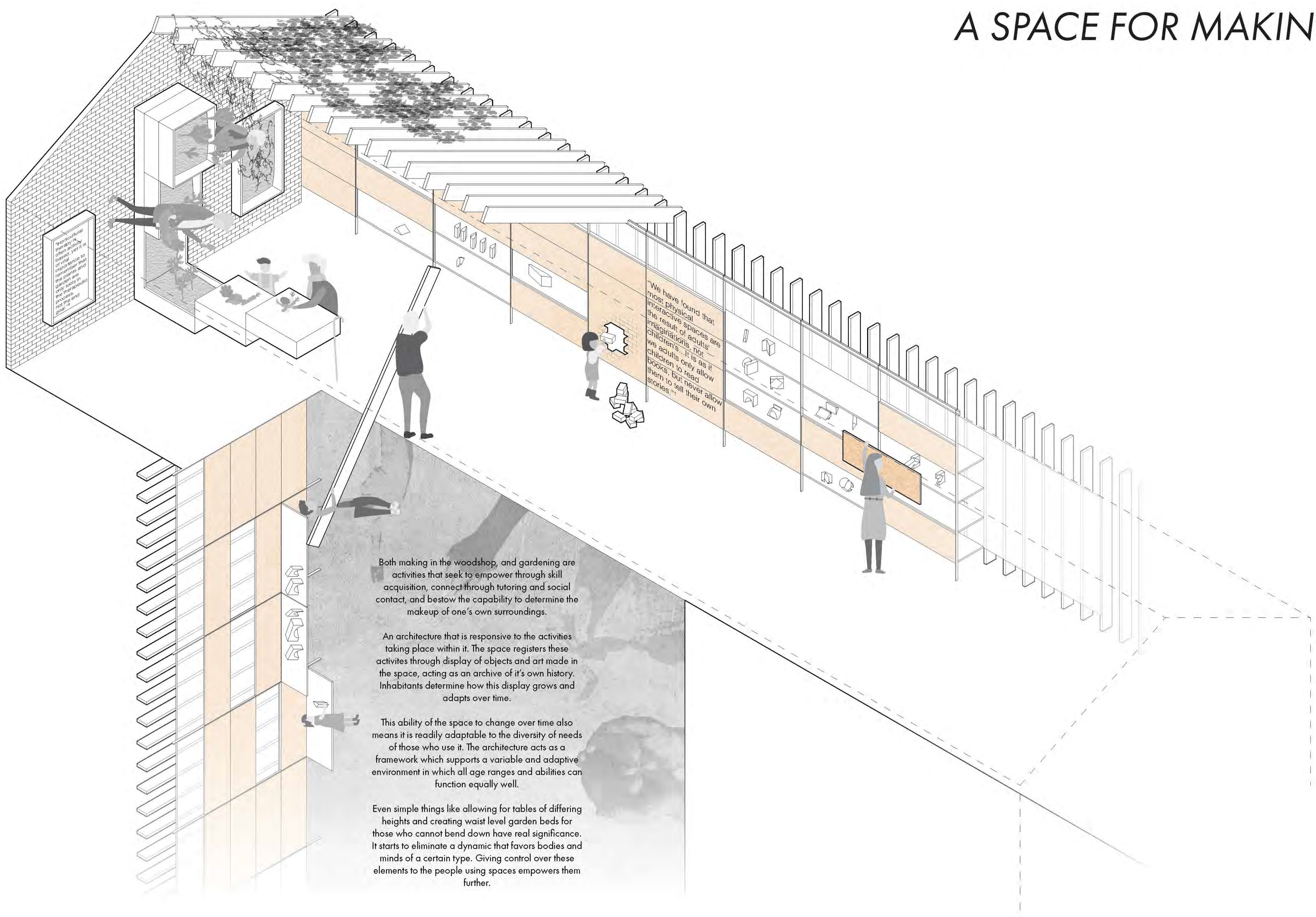
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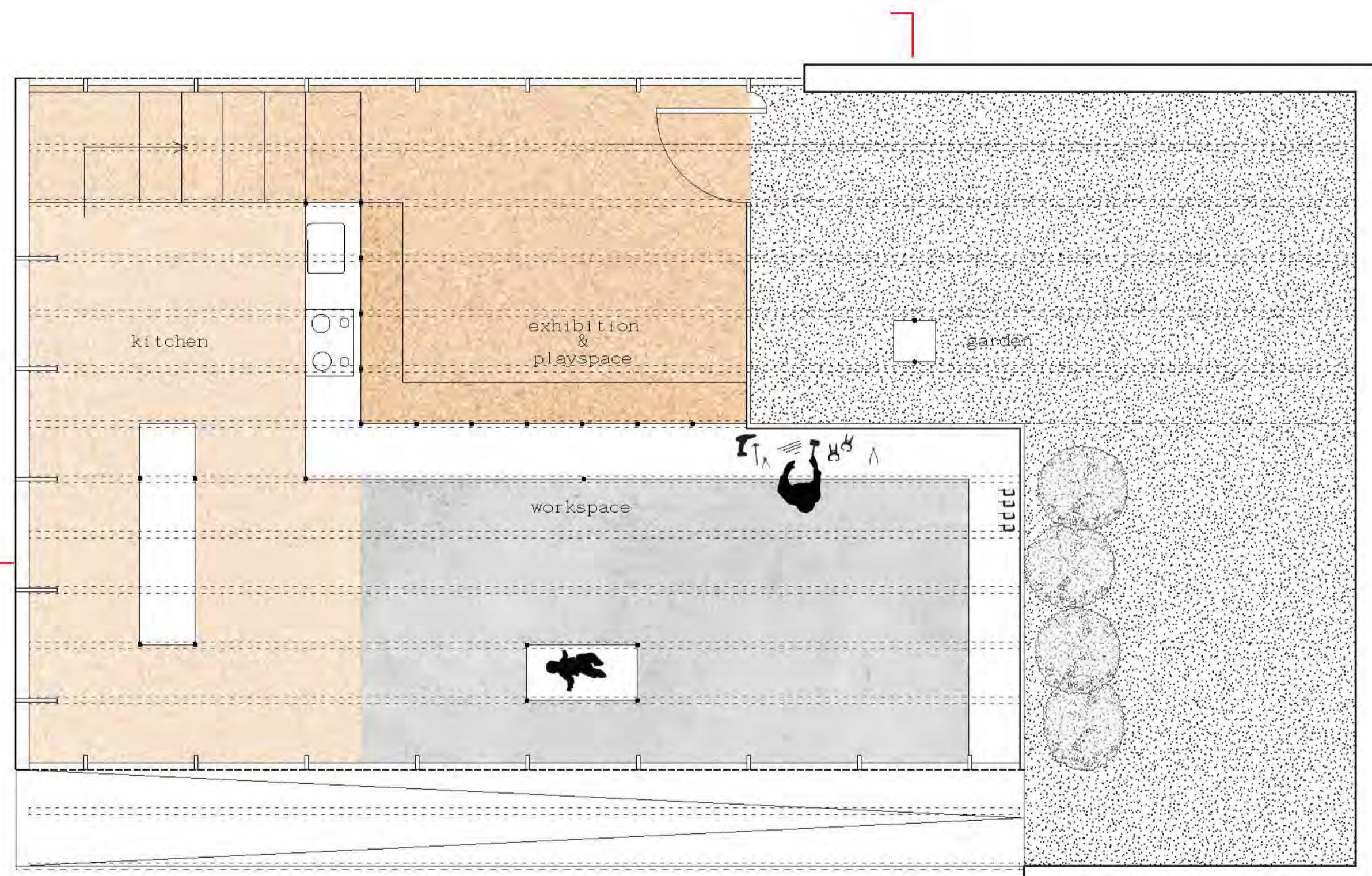
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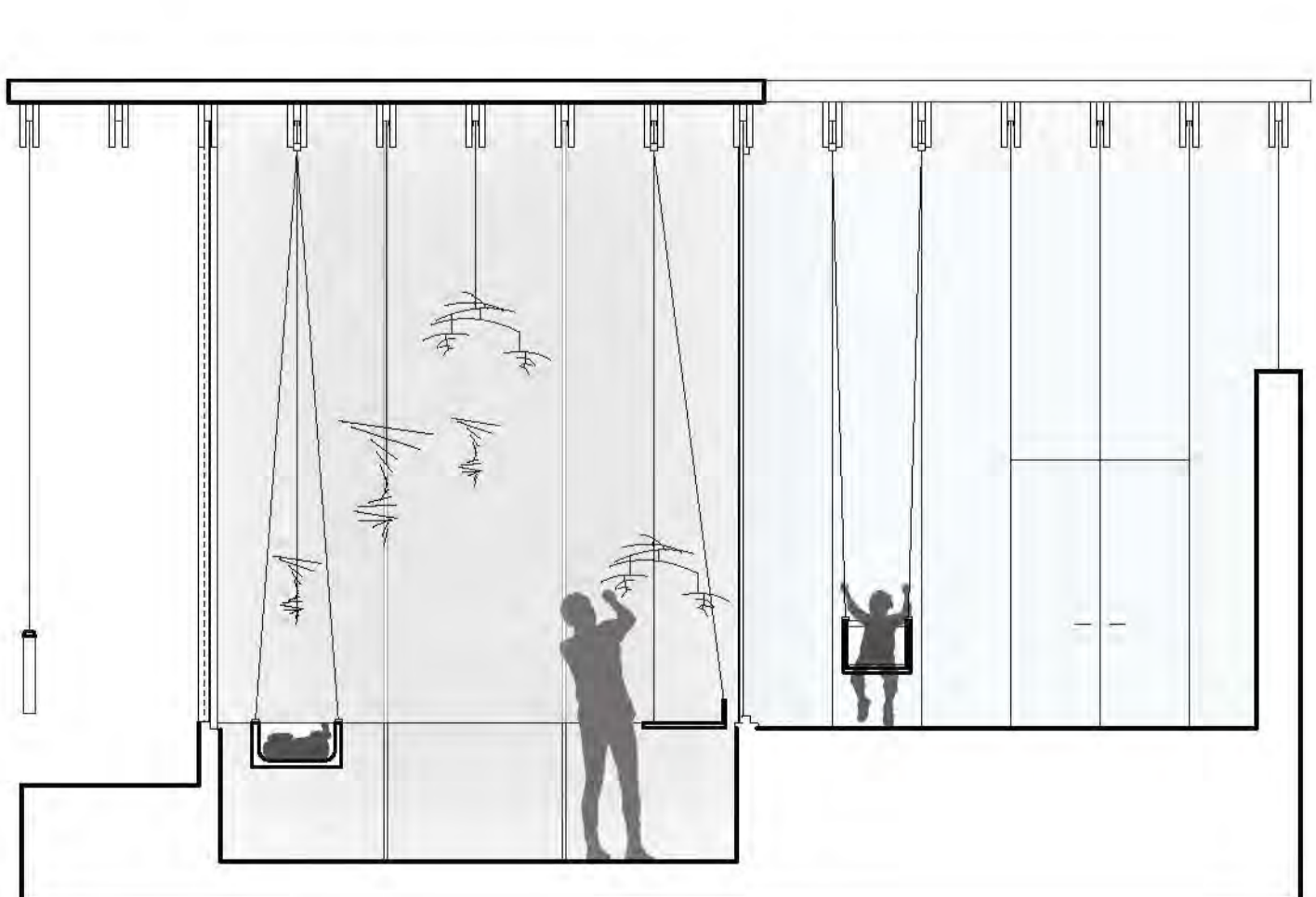
A SPACE FOR MAKING,
MAKING ONE'S OWN SPACE



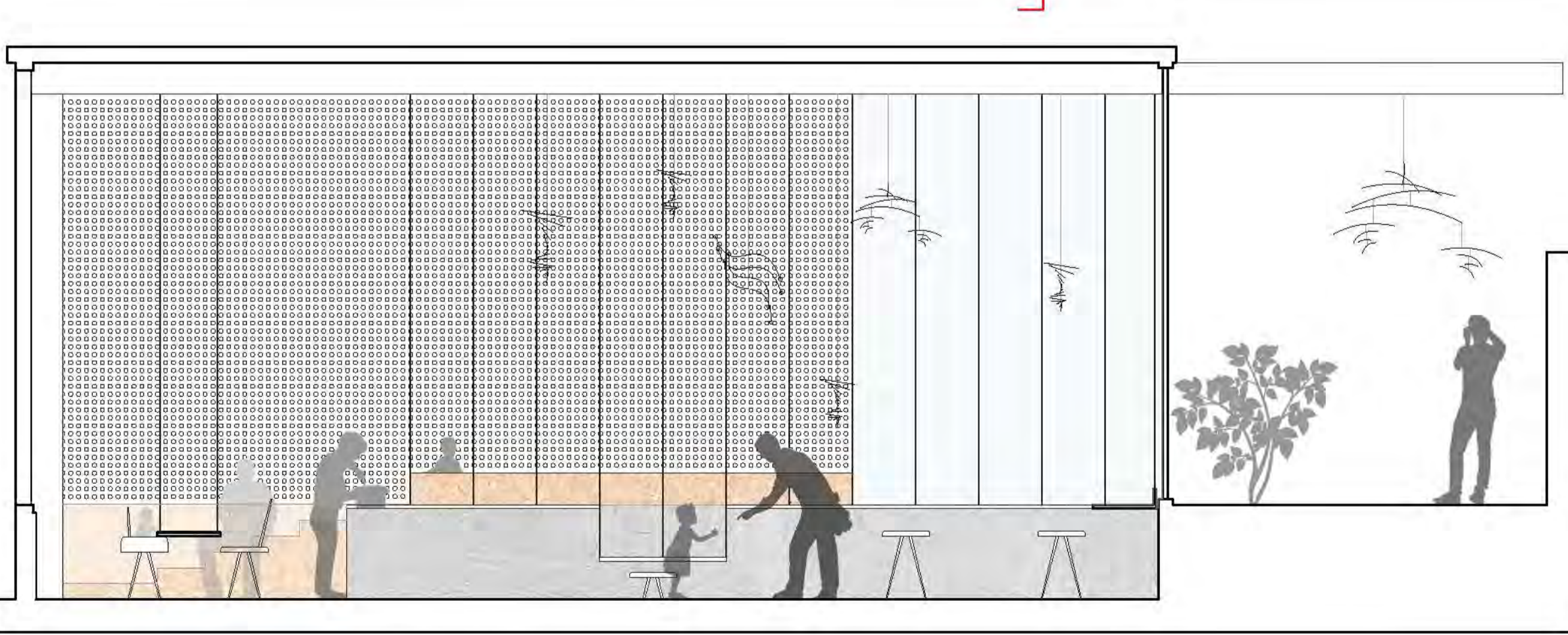
ROOM TO GROW



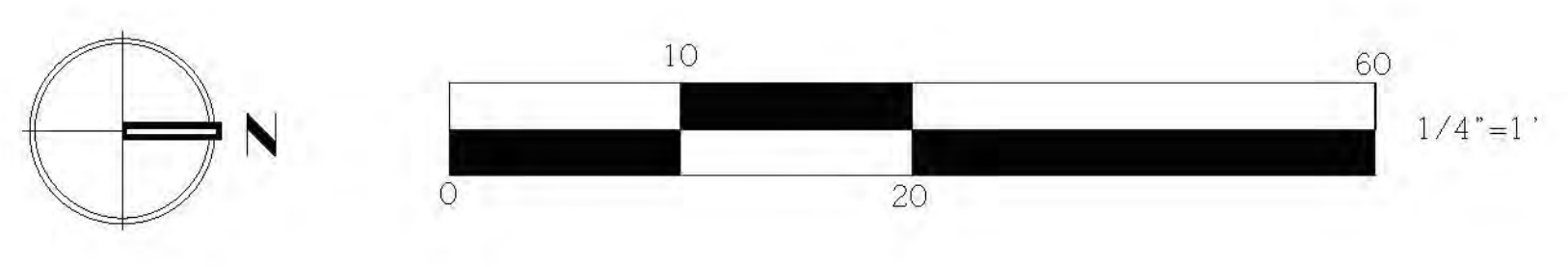
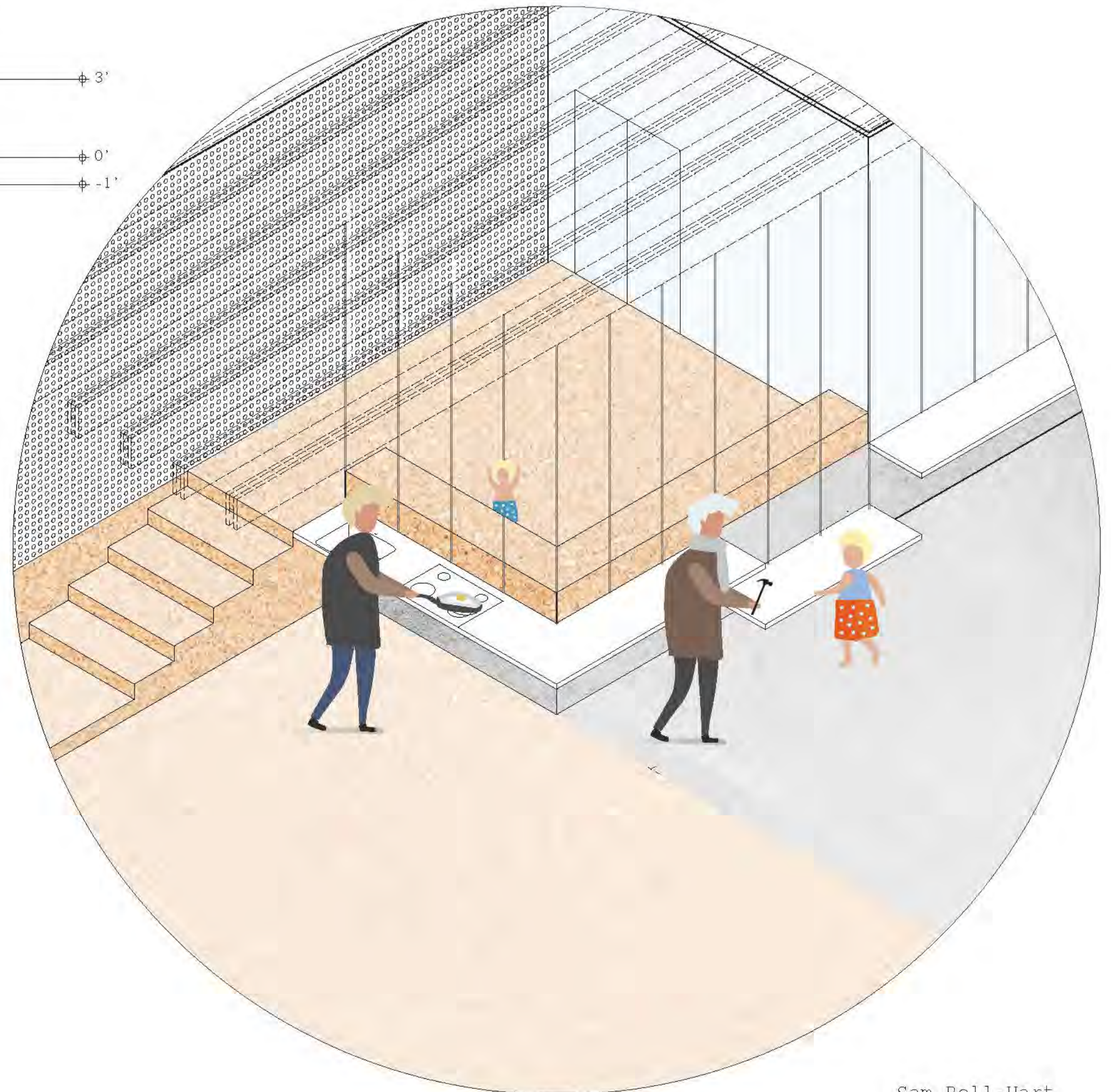
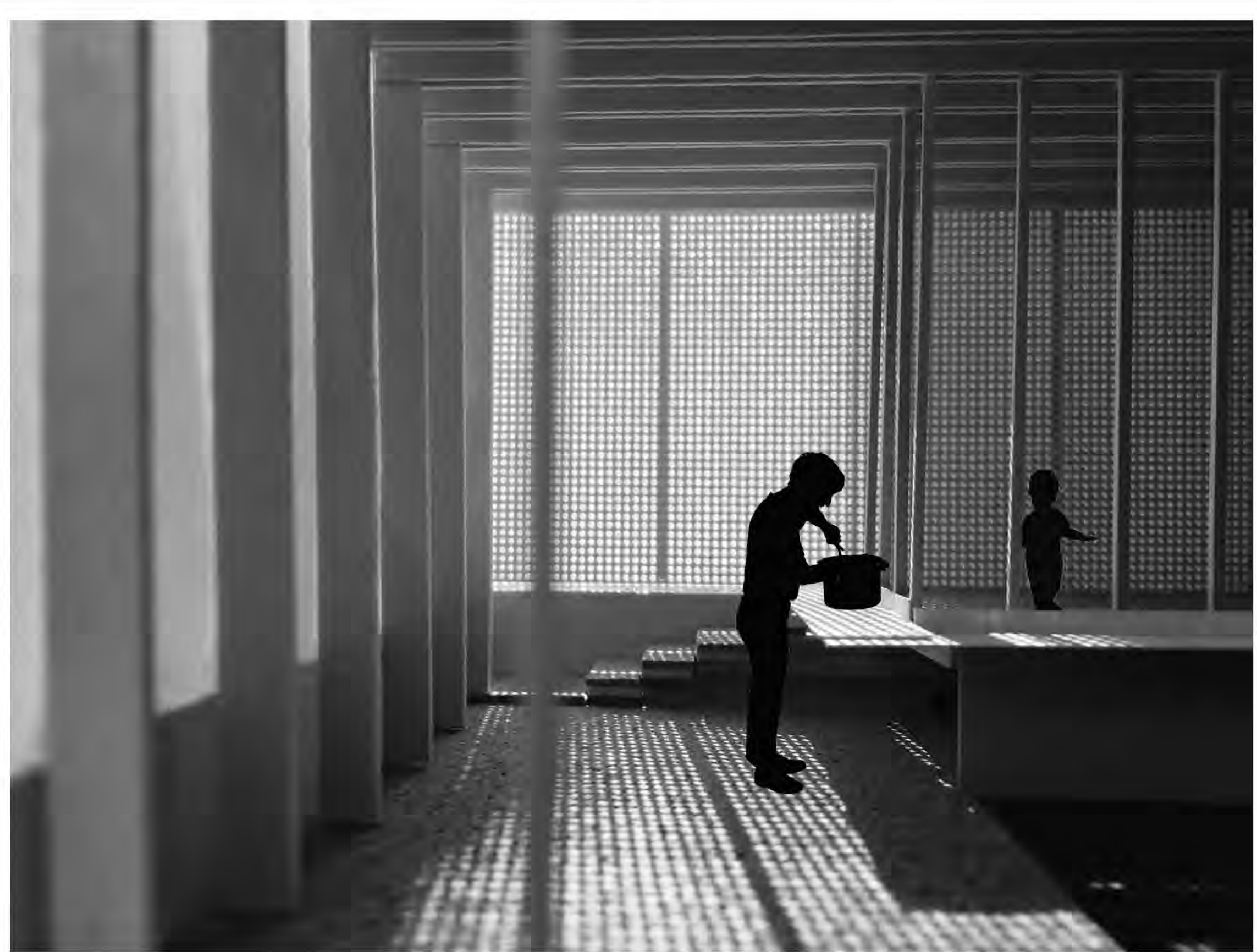
The space is set up to provide a changing environment on a daily basis, as well as one that is capable of growing and adapting over longer time spans. On a daily basis, the space changes not through physical movement of elements, but rather through the fact that this small space contains a multitude of spaces. Particularly for Leon, changes in materials and relationship to the exterior provide a constantly stimulating environment.

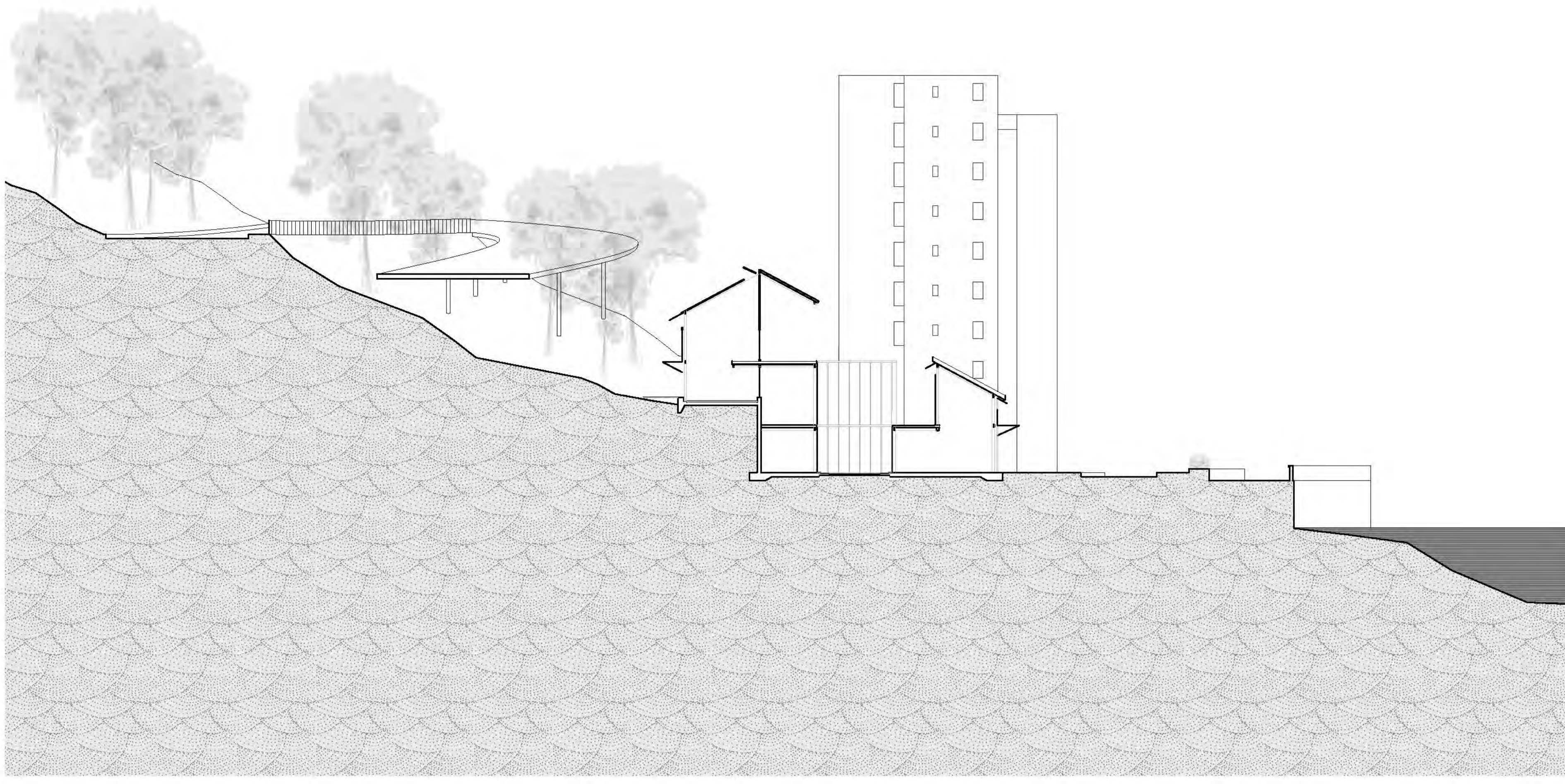


The constant activity and production of the studio means that Leon's surrounding are stimulating and changing constantly. Materiality of surfaces, particularly the floor, and elevation changes provide Leon with a space to explore and learn through stimulation. These changes also provide Philip with a workspace, kitchen, and small exhibition space that are all distinct from each other, but still visually connected so an eye can be kept on Leon.



Over a longer period of the time, the mutability of the space exists in the area between floor and ceiling. Suspended elements are attached to the beam and track system that defines the entirety of the ceiling, allowing for ease of adaptation. The space operates as two static elements, a thick floor and ceiling that support the life that happens in between and suspend the elements that serve that life.





The programming is focused around the supporting of activities that broadly involve making and working with one's hands. Specifically, woodworking and gardening are chosen as activities that can be engaged in at varying levels of difficulty and enjoyed by a wide range of age groups. The first means through which multiple generations interact is the mentor/student relationship, where someone with previous skills in either area acts as a facilitator for an older or younger student to learn. There are two "higher level" activities, dragon-boat building and orchid gardening, that comprise the long-term work of the space and occupy the larger volumes to the front and rear. Occupying the central spaces are activities geared toward learning the skills of woodworking and gardening. The hope is that as participants of all ages develop skills they can begin to engage in the boat-building and orchid-growing, and play mentor roles to newer participants, so that there is a constant flux in terms of who is teaching and learning, with young and old playing both roles. Architecturally, the building has a conceptual core, where learning takes place—this area "serves" the periphery, the two larger volumes that house the orchid greenhouse and boat shop. The three are connected visually by shifting floor slabs that push into the periphery and allow connections. The core space is vertically connected by terraced circulation that allows for gathering spots and a series of courtyards that bring illumination to the ground floor.

