

KoRuRaP Playhouse (Kit-of-Re-Used-Re-adapted-Parts)

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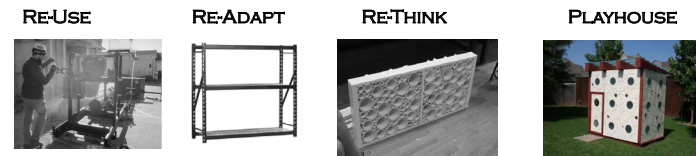
Vital to our program's creating-making curriculum, an incremental exposure to design-build allows students an opportunity to establish a direct connection between learning and doing. This project, developed as a four-week course to design and build a playhouse benefiting Court Appointed Special Advocates (CASA), occurs annually at approximately the mid-point of our curriculum. The playhouse is designed to be readily portable by the design-build team; it is to be built in our shop and assembled in a local mall to be raffled off and to generate awareness for CASA. Upon completion of the display and raffle process, the playhouse is to be assembled in the backyard of the raffle winner. It acts as a pedagogical bridge between introductory ideas of design-build and more advanced full scale research-based components of inhabitable space.

This pedagogically adaptive project provides a learning environment where students interact with each other and faculty outside the constraints of the typical design studio. The college established a budget of \$500 and a four-week time frame to compel the team of students to be financial and environmental stewards. Design initiatives were immediately focused on salvaged, donated, re-purposed, and recycled materials with additional donations through personal and corporate allocations.

The challenge set to students for this rendition of the playhouse was based upon the idea of using and creating the project from re-used and re-adapted kits-of-parts. The students creatively researched and gathered materials to form their kit. The designed developed from a modular structure based on 2'-0" shelving standards, 4'-0" X 8'-0" plywood, and PVC pipe. Through the use of a CNC router, the plywood skin of the playhouse was transformed into a visually layered pattern of circles and openings. The circular panels on the back provided the opportunity for play and for a game of tic-tac-toe. The PVC ceiling panels, covered with random colored acrylic, provided a visually stimulating lighting pattern while at the same time being the shading piece of a double-skinned roof system to keep the inside cool during the summer. In the end, the project made for an atypical learning environment that forced students and faculty to not only think outside the proverbial box for design creativity, but budget, schedule, safety, and modularity quickly became integral issues to the overall process.

In the spirit of creating and making, the playhouse project explores the constant integration of critical development, craft, and fabrication. The project type and time constraints yield a hybridized form of design-build, favoring fabrication as a real-time method of informing design and pedagogical decisions. This build-design hybrid provides opportunities for students to appreciate time and materiality as integral to design. As an academic nod toward Bauhaus teachings, students and faculty have not only experienced the social, technical, economic, environmental, and pedagogical objectives of design-build projects; but they have provided avenues to raise thousands of dollars for a deserving community-based charitable organization.

KORURAP KIT - OF - RE-USED — RE-ADAPTED — PARTS) PLAYHOUSE



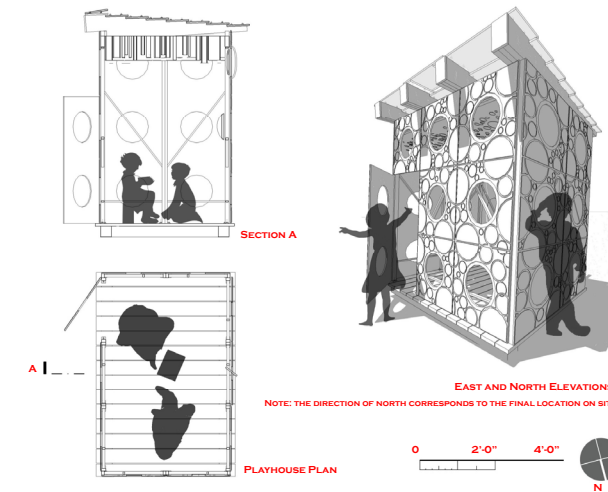
VITAL TO OUR PROGRAM'S CREATING-MAKING CURRICULUM, AN INCREMENTAL EXPOSURE TO DESIGN-BUILD ALLOWS STUDENTS AN OPPORTUNITY TO ESTABLISH A DIRECT CONNECTION BETWEEN LEARNING AND DOING. THIS PROJECT, DEVELOPED AS A FOUR-WEEK COURSE TO DESIGN AND BUILD A PLAYHOUSE BENEFITING COURT APPOINTED SPECIAL ADVOCATES (CASA), OCCURS ANNUALLY AT APPROXIMATELY THE MID-POINT OF OUR CURRICULUM. THE PLAYHOUSE IS DESIGNED TO BE READILY PORTABLE BY THE DESIGN-BUILD TEAM; IT IS TO BE BUILT IN OUR SHOP AND ASSEMBLED IN A LOCAL MALL TO BE RAFFLED OFF AND TO GENERATE AWARENESS FOR CASA. UPON COMPLETION OF THE DISPLAY AND RAFFLE PROCESS, THE PLAYHOUSE IS TO BE ASSEMBLED IN THE BACKYARD OF THE RAFFLE WINNER. IT ACTS AS A PEDAGOGICAL BRIDGE BETWEEN INTRODUCTORY IDEAS OF DESIGN-BUILD AND MORE ADVANCED FULL SCALE RESEARCH-BASED COMPONENTS OF INHABITABLE SPACE.

THIS PEDAGOGICALLY ADAPTIVE PROJECT PROVIDES A LEARNING ENVIRONMENT WHERE STUDENTS INTERACT WITH EACH OTHER AND FACULTY OUTSIDE THE CONSTRAINTS OF THE TYPICAL DESIGN STUDIO. THE COLLEGE ESTABLISHED A BUDGET OF \$500 AND A FOUR-WEEK TIMEFRAME TO COMPEL THE TEAM OF STUDENTS TO BE FINANCIAL AND ENVIRONMENTAL STEWARDS. DESIGN INITIATIVES WERE IMMEDIATELY FOCUSED ON SALVAGED, DONATED, REPURPOSED, AND RECYCLED MATERIALS WITH ADDITIONAL DONATIONS THROUGH PERSONAL AND CORPORATE ALLOCATIONS.

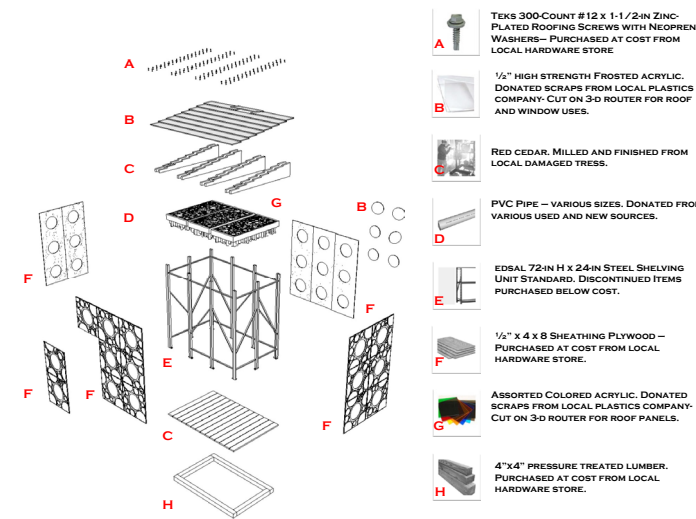
THE CHALLENGE SET TO STUDENTS FOR THIS RENDITION OF THE PLAYHOUSE WAS BASED UPON THE IDEA OF USING AND CREATING THE PROJECT FROM RE-USED AND RE-ADAPTED KITS-OF-PARTS. THE STUDENTS CREATIVELY RESEARCHED AND GATHERED MATERIALS TO FORM THEIR KIT. THE DESIGNED DEVELOPED FROM A MODULAR STRUCTURE BASED ON 2'-0" SHELVING STANDARDS, 4'-0" X 8'-0" PLYWOOD, AND PVC PIPE. THROUGH THE USE OF A CNC ROUTER, THE PLYWOOD SKIN OF THE PLAYHOUSE WAS TRANSFORMED INTO A VISUALLY LAYERED PATTERN OF CIRCLES AND OPENINGS. THE CIRCULAR PANELS ON THE BACK PROVIDED THE OPPORTUNITY FOR PLAY AND FOR A GAME OF TIC-TAC-TOE. THE PVC CEILING PANELS, COVERED WITH RANDOM COLORED ACRYLIC, PROVIDED A VISUALLY STIMULATING LIGHTING PATTERN WHILE AT THE SAME TIME BEING THE SHADING PIECE OF A DOUBLE SKINNED ROOF SYSTEM TO KEEP THE INSIDE COOL DURING THE SUMMER. IN THE END, THE PROJECT MADE FOR AN ATYPICAL LEARNING ENVIRONMENT THAT FORCED STUDENTS AND FACULTY TO NOT ONLY THINK OUTSIDE THE PROVERBIAL BOX FOR DESIGN CREATIVITY, BUT BUDGET, SCHEDULE, SAFETY, AND MODULARITY QUICKLY BECAME INTEGRAL ISSUES TO THE OVERALL PROCESS.

IN THE SPIRIT OF CREATING AND MAKING, THE PLAYHOUSE PROJECT EXPLORES THE CONSTANT INTEGRATION OF CRITICAL DEVELOPMENT, CRAFT, AND FABRICATION. THE PROJECT TYPE AND TIME CONSTRAINTS YIELD A HYBRIDIZED FORM OF DESIGN-BUILD, FAVORING FABRICATION AS A REAL-TIME METHOD OF INFORMING DESIGN AND PEDAGOGICAL DECISIONS. THIS BUILD-DESIGN HYBRID PROVIDES OPPORTUNITIES FOR STUDENTS TO APPRECIATE TIME AND MATERIALITY AS INTEGRAL TO DESIGN. AS AN ACADEMIC NOD TOWARD BAUHAUS TEACHINGS, STUDENTS AND FACULTY HAVE NOT ONLY EXPERIENCED THE SOCIAL, TECHNICAL, ECONOMIC, ENVIRONMENTAL, AND PEDAGOGICAL OBJECTIVES OF DESIGN-BUILD PROJECTS; BUT THEY HAVE PROVIDED AVENUES TO RAISE THOUSANDS OF DOLLARS FOR A DESERVING COMMUNITY-BASED CHARITABLE ORGANIZATION.

PLAYHOUSE PLAN, SECTION, AND EAST AND NORTH ELEVATIONS



KIT-OF-PARTS CONCEPT



PLAYHOUSE DISPLAY



PLAYHOUSE CONSTRUCTION

