Dalhousie University School of Architecture
Summer 2024

ARCH 4004.03: Free Lab (B3)
ARCH 6002.03: Free Lab (M1)

PREPARATORY EVENTS: By notification
MAIN EVENT: Mon, July 22 to Friday, August 2, 2024. Nominally weekdays, 9:00 am–5:00 pm.
LOCATION: As per Free Lab Leader's project description
BRIGHTSPACE: https://dal.brightspace.com
FORMAT: Studio/lab/workshop/site
RESTRICTED TO: BEDS and MArch students; others can join with coordinator's and director's permission
COORDINATOR: Emanuel Jannasch jannasch@dal.ca 902-225-4707

FREE LAB LEADERS AND LABS

1. Morgan Carter with Brad Farrish – Wood Shop
2. Daniel Dickson with Charles Freeman – Wicked Drawing
3. James Forren – Bio-Vault 2
4. Peter Henry with Torin Buzek – Svoboda Visits Halifax (Again)
5. Emanuel Jannasch – Sinuous Path
6. Lenny Leblanc – Dartmouth Fridge Community Garden
7. Glen Nicholson with Dominic Tweed – Sable Island Prototyping
8. Michael Putman – Alex McLean, Brian Lilley, Derek Reilly
9. Cailen Pybus – Digital Storytelling
10. Kim Thompson – Intersections

COURSE DESCRIPTION

To complement studio-based learning, this course is an experimental hands-on workshop in design led by an instructor. Investigations of a particular architectural topic may include design-build, documentary work, landscape installations, community design projects, and interdisciplinary work. Projects may be local or involve travel to a distant site.

ADDITIONAL COURSE DESCRIPTION

Free Lab is a B3 required course and an M1 elective course. It is offered in about ten independent lab sections, each directed by a leader and open to approximately ten students combined from both levels. Each lab follows its own project outline. During the two-week period, each lab operates nominally Monday to Friday, 9 am to 5 pm; evenings and weekends normally do not include scheduled activities or assigned work. A student's contact time with the lab leader might be 5 half-days or 3 full days per week, but is generally more.

LEARNING OBJECTIVES

During this course, students will gain knowledge and skills in research-based design involving making and/or digital media. Individual lab outlines describe more specific objectives.

LAB SELECTION

Before the labs themselves begin, Free Lab leaders present posters and make presentations to B3 and M1 students. Students then submit their top choices. The Free Lab coordinator and the director assign students equitably to the labs. Sometimes unforeseen circumstances require revisions to the teams: these will be made as early as possible.

SCHEDULE

May and June:	Lab teams formed, safety session, first aid training, etc.
Monday, July 22 - Friday, August 2:	Free labs
Friday, August 2, 1:00 pm:	Free Lab presentations (in-person + online)
Saturday August 3, 11:59 pm:	Assignments submission to Brightspace

As the free labs are diverse, with many leaders, the course will not be evaluated with (SLEQs). Opportunity for feedback is provided in the Assignment.

SAFETY

Free Lab leaders and-students should be familiar with their responsibilities set out in the Faculty Workplace Safety Framework: tinyurl.com/dal-arch-safety.
It is not only a right but a duty of students to decline work they feel is unsafe. If possible, outright refusal should be preceded by discussion with the group and the lab leader. Under Nova Scotia law, no student can be penalized for refusing unsafe work. Any safety issues noted by the leader or a student should be brought to the attention of Regan Southcott, James Forren, or Camille Simpson, at the University's Office of Environmental Health and Safety.

EXPENSES

Costs vary among free labs. The School provides a maximum of $75 per student to each lab for eligible expenses. This funding is pooled for project costs and is administered by the Instructor. Materials, transportation, and some living expenses are eligible; alcohol is not. Some labs may secure outside sponsorships or levy a student fee. If students are expected to pay for transportation, materials, etc., this must be made clear in the leader's poster and presentation. A lab cannot require contributions by students beyond that time.
Leaders are responsible for all free lab costs beyond student living expenses. Occasionally, students make lab purchases out-of-pocket or on credit cards. This is not encouraged, but should it happen, the student must be reimbursed by the lab leader before the end of the course. The leader should submit all claims for reimbursement, and any questions about finances and bookkeeping can go to Bobbi Bowering: bobbi.bowering@dal.ca

DUE DATES AND ASSIGNMENTS

Friday, August 2, 1:00 pm – Exhibition Room and locations around the School

Presentation: During the last few days of the labs, each group should consult with Emanuel to organize its in-person or, in one case, remote AV presentation. This could be pre-recorded or Each group will have 10–12 minutes to present its work to other students and instructors. This includes time for Q and A.

Saturday, August 3, 11:59 pm

Documentation: Students in each group are required to upload a collective documentation of their free lab to the ARCH 4004/6002 Brightspace site. An individual reflection is also required.

Collective: Please assemble these items into a folder:

- On page 1 of an 81/2 x 11 document please give the title of the lab, the names of the leader and group members, the lab location(s), and, as appropriate, the name and affiliation of your lab's hosts and/or other contributors. On page 2 describe the lab's objectives, organization, process, and accomplishments. On page 3 provide an attributed quote from each participant, including the leader, describing their most important individual experience. This document could but needn't include images. Then include a note of your site safety journal, noting
- As separate graphic files (JPG, TIFF, etc.), include 10 - 20 high-resolution, high-quality images (photos and/or drawings) of the free lab's process and products. Please work with your lab leader to select and refine the most telling images.
- Please compress this folder into a zip file, using this format for the file name: 2024_free_lab_[leader's surname].zip.
- Assign one member of your team to upload that file to their personal Brightspace drop box. Let Emanuel know who that is.

Individual Each student is required to submit a critical reflection on the free lab's process. Please use the .doc available on Brightspace as a template.

Sunday, August 4, 1:00 pm

Leaders' Evaluation: Leaders should discuss possible fails with the Free Lab Coordinator as situations arise. Once labs are over, leaders should submit a full slate of provisional passes to Emanuel. These, or Fails earned on other components, will then be presented to the School for approval. Each leader will also send the Free Lab Coordinator a one-page written evaluation of the group's work to be forwarded the group members in the following week.

FURTHER EVALUATION CRITERIA

Free Lab expects participation and work that are appropriate to a 3-credit-hour course. Each student receives a Pass or Fail grade, assigned by the free lab leader, based on these general criteria for all free labs:

- attention to safety
- attendance and participation throughout the free lab
- constructive contribution to group activities
- attention to process, creativity, and/or craft (depending on the free lab)

Without a Student Declaration of Absence, an absence of more than one weekday during the ten-day Free Lab period may result in a Fail grade.

UNIVERSITY GRADE STANDARDS (UNDERGRADUATE STUDENTS)

Grade	Definition	
Pass	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills.
Fail	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	Incomplete	
W	Withdrew after deadline	
ILL	Compassionate reasons, illness	

UNIVERSITY GRADE STANDARDS (GRADUATE STUDENTS)

Graduate Grade Standards for the Course

Letter	Grade point	Percent	Description
A+	4.3	90–100%	
A	4.0	85–89%	
A–	3.7	80–84%	
B+	3.3	77–79%	
B	3.0	73–76%	
B–	2.7	70–72%	
F	0.0	0–69%	
INC			Incomplete
W			Withdrew after deadline
ILL			Compassionate reasons, illness

Other, exceptional grades are noted in the graduate calendar.

FACULTY POLICY

Equity, Diversity and Inclusion

The Faculty of Architecture and Planning is committed to recognizing and addressing racism, sexism, xenophobia and other forms of oppression within academia and the professions of architecture and planning. We, the faculty, are working to address issues of historic normalization of oppressive politics, segregation, and community disempowerment, which continues within our disciplines today.

UNIVERSITY STATEMENTS

Territorial Acknowledgement

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people. The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Internationalization

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and oriented toward solving problems that extend across national borders."

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to

demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility
The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro). Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

Conduct in the Classroom – Culture of Respect
Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Code of Student Conduct
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Fair Dealing Policy
The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the Academic Calendar and the Senate.

- https://academiccalendar.dal.ca/catalog/viewcatalog.aspx
- https://www.dal.ca/dept/university_secretariat/university_senate.html

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
    - https://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol
    - https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policy
    - https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process
    - https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy
    - https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program
    - https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources

- Academic Support - Advising https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
    - https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre
    - https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
    - https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre and Indigenous Connection
    - https://www.dal.ca/campus_life/communities/indigenous.html
    - https://www.dal.ca/about-dal/indigenous-connection.html
- Elders-in-Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.

- Black Student Advising Centre
    - https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre
    - https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre
    - https://southhousehalifax.org/about-us
- LGBTQ2SIA+ Collaborative
    - https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html
- Dalhousie Libraries
    - https://libraries.dal.ca/
- Copyright Office
    - https://libraries.dal.ca/services/copyright-office.html
- Dalhousie Student Advocacy Service (DSAS)
    - https://www.dsu.ca/dsas
- Dalhousie Ombudsperson
    - https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights & Equity Services
    - https://www.dal.ca/dept/vpei.html
- Writing Centre
    - https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring
    - https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Safety

- Faculty of Architecture and Planning: Work Safety
    - https://www.dal.ca/faculty/architecture-planning/current-students/inside-building/work-safety.html

WOOD SHOP

Craft, Material Tectonics, and the Art of Making

Dalhousie University School of Architecture / Freelab

Montreal /
Camp Kanawana, Québec

July 22 —
August 03, 2024

Instructors:
Morgan M. Carter
Bradley Farrish

In 1894 the YMCA of Montreal established Camp Kanawana, the first residential summer camp in Québec. The camp was founded on values of community, leadership, and respect for the natural environment - with a strong emphasis on notions of self-reliance and living simply. From these core values, the camp established a woodshop in the 1930s - the goal of which was to develop life skills and establish a culture of craft and know-how which would further the capacity of staff and campers to be stewards of the built and natural environment. These skills were put to use on buildings, trails, docks, and other program areas - and applied to the age-old traditions of canoe-building and paddle making.

Over the years, as new programs were developed and available space became limited, the woodshop was converted to an arts & craft building - with saws and chisels slowly replaced by paint, charcoal, and other artistic media. The proposed freelab aims to re-establish the lost traditions of woodworking, building, and the art of making - through the design and construction of a new workshop, to be located on the foundation of an old wood cabin.

The proposed workshop will interpret traditional construction methods, modified and adapted to meet the requirements and intentions of a contemporary architectural proposal. We will be working with Thibault Lefort, one of the leading wood structural engineers in Québec - and will spend 2 days in Montreal developing our design through drawings and models, with a design review at the Canadian Center for Architecture. Following this, we will spend 10 days living in wood cabins from the 1930s, and building the workshop in high-summer in the heart of the Laurentians.

At a minimum, students should have a background or interest in the themes of wood construction, contemporary design, and material tectonics - and should be prepared to work long hours in the pursuit of design excellence. The lab will be led by Dalhousie graduates Morgan Carter and Brad Farrish, both of whom worked at Mackay-Lyons Sweetapple and have taught at McGill and Concordia - and have a strong passion for wood design, craft, and authenticity in architecture.

Travel:
Students are responsible for their own travel to and from Montreal. Once in Montreal we will arrange travel to Camp Kanawana.

Accommodation:
Students are responsible for their own meals and accommodation for the first two days in Montreal. Once we are on site all meals and lodging will be provided by Camp Kanawana.

With support from:

Shine On The YMCAs of Québec

DALHOUSIE UNIVERSITY

Photo: Campers learning woodworking skills at Camp Kanawana, c. 1950s.
Concordia University Records Management and Archives

Freelab 2024

Wicked/
Discursive Drawings

Each participant will

find or explore a complex topic of their choosing and expound upon that topic through discussion, reading, and the process of drawing.

The working environment will be

supportive, open, and free of the regular pressures of studio life.

In the end

everyone will have begun or completed a wicked* drawing.

Location: Dalhousie School of Architecture studios and environs

Materials: Please bring drawing materials of your choice; use digital or manual methods as much or as little as you like.

Instructors: Daniel Dickson (dn690947@dal.ca)

Charles Freeman (charlesfreeman@gmail.com)

* "Wicked drawings" will explore what design professor Horst Ritel calls "wicked problems", or problems that are:

> *"ill-formulated, where the information is confusing, where there are many clients and decision makers with conflicting values, and where the ramifications in the whole system are thoroughly confusing. The adjective 'wicked' is supposed to describe the mischievous and even evil quality of these problems, where proposed 'solutions' often turn out to be worse than the symptoms."* [1]

[1] C. West Churchman, "Guest Editorial: Wicked Problems", Management science 14, no. 4 (1967): B141–B142. Cited in Johanna Lönngren and Katrien van Poeck, "Wicked Problems: A Mapping Review of the Literature", International journal of sustainable development and world ecology 28, no. 6 (2021): 481–502.

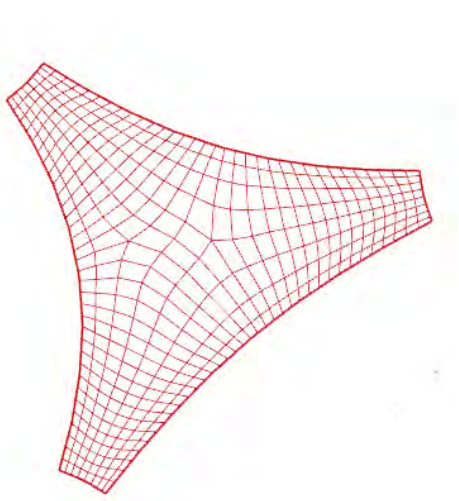
BIO-VAULT 2

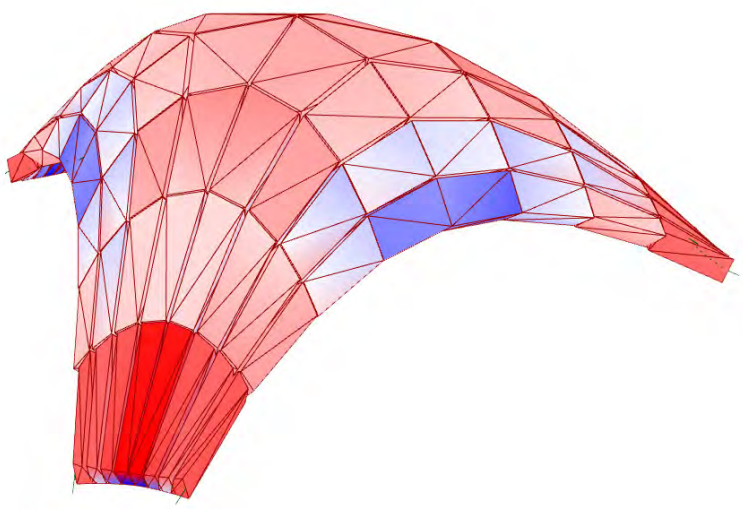
Virtual and physical prototyping of a low-embodied carbon structure using bio-based composites

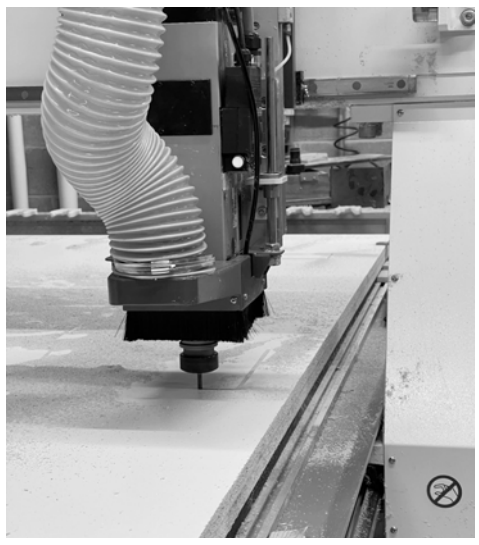
Material, Body, Environment Laboratory (MBELab)

Can concrete cool the planet? Advancing methods from our 2023 Free Lab, we will design and build a local, low-carbon structure using structural simulation and digital fabrication with low-carbon material technologies. Students will assist the design team in designing, fabricating, and installing a low-carbon, biochar-concrete bench. Students will learn about low-carbon materials and computer-numerically controlled (CNC) fabrication processes to design for structural strength and low-embodied carbon.

Esther Fu
Myrk Orvsson
James Forren







svoboda visits halifax (again)

The JOSEF SVOBODA freelab explores working across scale:

maquette-to-reality,
theatre-to-life, and
1974 to 2024.

Students will design and build exhibitry for the fall 2024 celebration of the 50th year of Josef Svoboda's visit to Dalhousie Theatre Department.

The celebration is to be held in the Catherine Steele Atrium of the new Strug Concert Hall.

When SVOBODA was here, he left behind shipping crates inside of which were maquettes for various dramatic presentations as well as an elaborate set of large photos.

The free-lab will be led by Adjunct Professor/Architect Peter Henry, curator of the celebration and is presented with the interdepartmental cooperation of Dalhousie's Theatre Department.

Dr. Jure Gantar and Torin Buzek from Dalhousie's Theatre Department have been remarkably helpful as have Director James Forren and Emanuel Jannasch from the Dal School of Architecture.

Design/class work is scheduled for the Medjuck Building, while the work of construction will take place in the Dal Theatre workshop under the supervision of Buzek and Henry.

Work starts 9AM Monday JL 22
Presentation 3PM Friday AU 02

SINUOUS PATH

This Lab will prefabricate a curvaceous board-walk and bridge for a Housing Nova Scotia property near Windsor, NS. Very likely the tree pictured will supply the principal members.

Our industrial economy rejects bent or sweepy trees are as defective, but they can furnish specialized timbers such as arched beams and curved stringers.

This can save energy and generate less waste than sawing, surfacing, bending, and glue-lamination.

Early indications are that the grown forms are structurally superior to a similar-sized lamination. We'll build and load-test some large-scale models to learn what we can.

Most of the Lab will take place on Sexton Campus, but it will begin with a site visit and may include field trips to woodlots and/or custom sawmills.

The heart and driver of the lab will be prefab-ricating the actual structure, complete with decking and railings. Work will include scan-ning and modelling the curved logs, mapping the site, and developing an enjoyable form of bridge and boardwalk.

This lab is part of a larger research effort in sustainable forestry and timber building aimed at finding high-value timber in under-valued trees.

Emanuel Jannasch

IT'S IN OUR NAME. COMMUNITY.

The Dartmouth Community Fridge cares about the people that live in food insecurity in Downtown Dartmouth. We are here to help each other, 24/7/365. No barriers, no judgment. We offer free food at the Fridge and Pantry for all, and our Community Garden Project, with your help, will bring community together to grow our own food to share with those in need.Give what you can, take what you need. Help us grow community.

With financial help from The Dartmouth Community Health Board Wellness Fund, labor and design input from the Dalhousie School of Architecture and many volunteers the construction of the Downtown Dartmouth Community Garden will start this summer. Site preparation has started and bed construction will start in early June 2024.

The land has been generously donated by Christ Church.

The site is located in downtown Dartmouth on the grounds of Christ Church at 61 Dundas Street.

School of Architecture Freelab:

Students from the school of Architecture will provide labor and design help for the last 2 weeks in July.Accessible garden beds, a tool storage building, a water collection and delivery system and general seating and sun shelters are some of the projects that will require design and construction assistance.

1/8" = 1'
2 6 10 14 18 22 26 30 34 38
0 4 8 12 16 20 24 28 32 36 40

SABLE ISLAND VISITORS EXPERIENCE PAVILION FREELAB 2024

SABLE ISLAND NATIONAL PARK RESERVE

Located 290 km southeast of Halifax, Nova Scotia, at the edge of the Continental Shelf, Sable Island is one of Canada's furthest offshore islands. A thin crescent of shifting sand, the island's shape and size are constantly changing due to the intense action of wind, waves, and storms.

Visitation to Sable Island National Park Reserve is carefully managed and currently limited to day-trip experiences. As cited in the Sable Island NPR management plan: while visitor feedback indicates high levels of satisfaction, there are opportunities to work with partners to further enhance and enrich day trip experiences, and to foster deeper understanding and lasting connection with the island.

THE PAVILION

The Visitor Experience Pavilion will be used to test and document modular building, light-frame construction, and transportation systems in the context of Sable Island. It will also enhance and facilitate the experience of day-use visitors and inform a new architecture specific to Sable Island. Lessons learned from the successful completion of The Visitor Experience Pavilion will inform the design and construction of future developments and structures identified in the Sable Island NPR Infrastructure Master Plan for Main Station, 2023-2024. One such development will respond to the islands need for individual dwellings which will provide much-needed refuge to multi-day visitors (including partners, researchers, filmmakers, and staff), who currently rely on infrastructure which is currently facing a rapidly encroaching dune system. Our goal is to explore a new architecture that will uniquely respond to Sable Island's dynamic landscape and habitation systems.

The Visitors Experience Pavilion project would aim to directly support 3 key targets in the park's management plan:

1. Opportunities for visitation by the Mi'kmaq, by youth, and others who may not otherwise have access to Sable Island are facilitated through partnerships and volunteerism.
2. Targeted initiatives that engage youth and build awareness about Sable Island National Park Reserve in the next generation of park stewards are identified; and
3. Partnerships that support research and art are generating new perspectives, ideas, and connections that will bring Sable Island National Park Reserve to new audiences.

PROPOSED SABLE ISLAND NPR – VISITOR EXPERIENCE PAVILION FREELAB 2024

The 2024 Freelab sessions will run from July 22nd to August 2nd, 2024. Upon Freelab commencement 10-12 students participating in the Visitors Experience Pavilion Freelab will take part in informal lectures (Q&A sessions) provided by Mathieu D'Astous (Park Manager, Sable Island NPR) Audrey Levesque (Public Outreach and Education Officer, Sable Island NPR), and Dr. Jordan Eamer (Marine Geoscientist, Natural Resources Canada), each guest will contextualize the challenges related to infrastructure on the remote island.

Freelab students will then be presented with a pre-installed array of screw piles and saddles, based on preliminary structural investigations performed by both Dominic Tweed (Billet Workshop) and Glen Nicholson (Nicholson Ceretti Architecture), at a suitable dune/beach location within HRM, easily accessible to students. The piles will remain installed for the duration of the Freelab and removed at project completion.

Students will begin by designing and prototyping modular wood platforms to be installed on the piles, followed by an iterative design process investigating wood sun and wind shading structures. Students will test and document various prototypes onsite and disassemble components for storage and future use.

Throughout the duration of the Freelab students will compile written and photographed documentation of environmental/site impacts, prefabrication methodologies (equipment, transportation, installation, connection details), environmental challenges, safety concerns, response to shifting dunes (geomorphology), and the success of various ephemeral and environmental designs. Information collected during the Freelab will form the basis of a larger feasibility study, impacting the direction of future projects and responses to the Sable Island NPR Infrastructure Master Plan.

Documentation will be formatted into a final report which will provide recommendations and direction for the continuation of the Freelab in 2025 and beyond, and the eventual installation of a complete Visitors Experience Platform on Sable Island. This report will be shared with the Canadian Wood Council, Maritime Lumber Bureau, Sable Island NPR, and Dalhousie University for record and publication purposes.

IMAGE: BLUEPRINT AT STOREFRONT FOR ART AND ARCHITECTURE / SO-IL

HOW THIN OF AN ASSEMBLY IS NEEDED TO CREATE AN IMPACTFUL EXPERIENCE? HOW NARROW OF AN AREA IS REQUIRED TO DEFINE A MEANINGFUL SPACE? "SKIN" EXPLORES THINNESS WITHIN MATERIALITY AND SPATIALITY FOR THE DESIGN, BUILD, AND EXHIBIT OF ARCHITECTURE.

IN COLLABORATION WITH FATHOM STUDIO AND SIDEWALK DEVELOPMENT, A TEMPORARY EXHIBITION WILL BE CREATED TO SHOWCASE THE CREATIVE ASPECTS OF ADAPTIVE REUSE TO THE PUBLIC, EXHIBITING STUDENTS' ACADEMIC EXPLORATIONS ALONGSIDE PROFESSIONAL REALIZATIONS.

STUDENTS WILL PLAYFULLY TRANSFORM A SLIVER OF SPACE RELATING TO THE GLAZED WALL ALONG THE SIDEWALK OF A GROUND FLOOR STUDIO SUITE IN THE RECENTLY ADAPTED AGENCY ARTS LOFTS BUILDING IN DOWNTOWN HALIFAX.

S K I N

FREELAB

Digital Storytelling Free Lab 2024

Digital Storytelling describes a process of communicating narrative through interactive media. For this workshop, students will cross architecture, videogames, environmental and architectural history to develop a Digital Storytelling project. Participants will be exposed to various digital tools and techniques involving modelling, surveying, photogrammetry, scripting a story and processing data into a game engine--Unreal Engine. No prior experience needed.

The project will use a site notable for Halifax's environmental and cultural heritage. For example, exhibiting the layered history of the Capitol Theatre cinema which previously stood down the street from the Dalhousie Architecture School, while acknowledging a the flora or fauna inhabiting the site. In other words, **we will make an educational videogame about a building and a bug.**

Students are not required to work on all aspects of the project, and can choose to work within one of the following teams according to their personal interests:

- Concept Development and Curation (research, writing, visual style)

- 2D and 3D Content Creation (illustrations, textures, and 3D models)

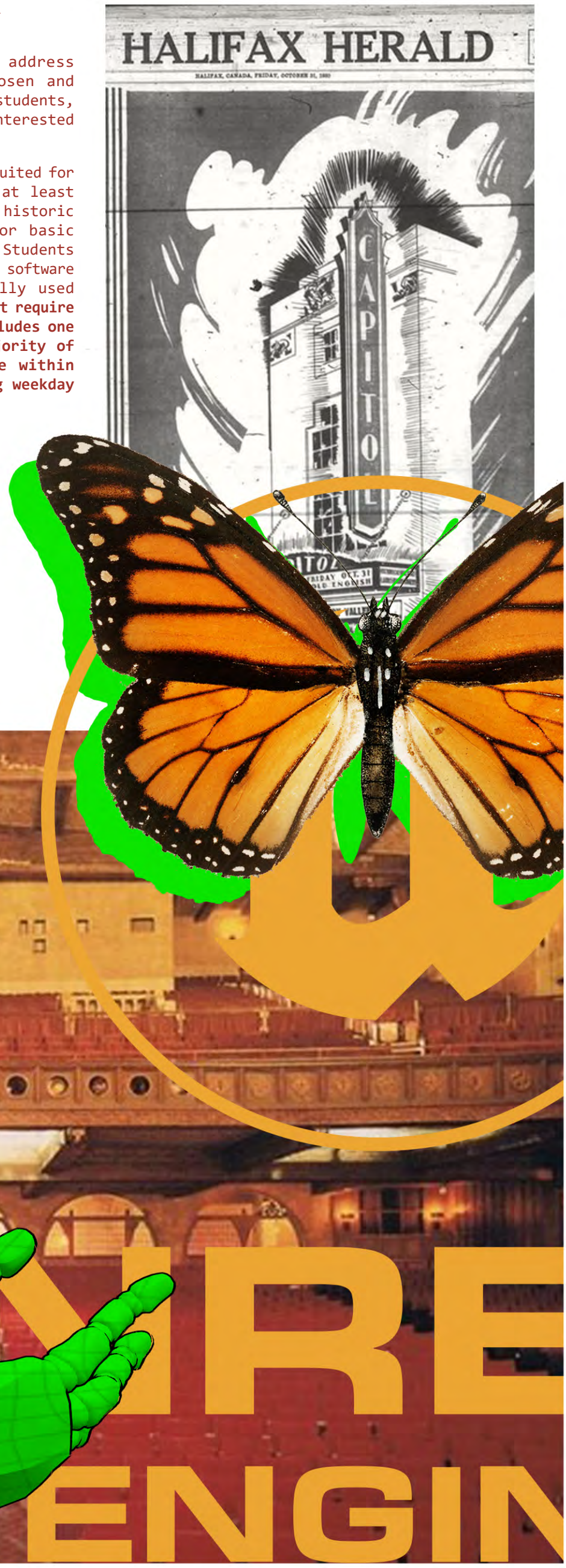
- Computer Programming (visual scripting like Grasshopper)

The narrative content will address different time-scales, be chosen and written by the participating students, and target an audience of an interested general public.

This is a digital Freelab best suited for students who want to develop at least one of: visualization skills, historic research and communication, or basic computer programming skills. Students will not require additional paid software licenses beyond their typically used school software. **The lab will not require travel outside of Halifax, includes one local site visit, and the majority of lab meetings will take place within the architecture school during weekday afternoons.**

This project iterates on previous research and collaborations of the instructor, notably the projects Parliament: The Virtual Experience (2019) and Marking Time in the Cormier Garden (2021).

Instructor: Cailen Pybus



do you like 3d modelling and/or history and/or videogames and/or ecology and/or air conditioning?
then try:

Intersections: Living Lab

BACKGROUND

The Deanery Project is a learning centre and "living lab" focused on the environment, youth and community, natural building, and the creative arts.

Located in Lower Ship Harbour, the beautiful 25 acre ocean front property offers educational, recreational and research opportunities through experiential, place-based activities.

Free Lab Project 2024

"The Roost " is home to a Maker Space, Woodshop, Bike Hub & Stained Glass Studio. An unclad extension, added on in 2013, was originally imagined as working space for larger projects - since then (sadly) it has served solely as wood storage.

Free Lab 2024 will focus on bringing this space back to its original (and much needed!) purpose by enclosing the frame with panels which demonstrate a variety of natural building materials including: hemp, flax, straw, clay, wood and wool. The panels will serve as design opportunities for interpretation, research, and functional art, as well as ultimately rendering the space weather tight.

Teaching Team

Program lead, Kim Thompson, has been an adjunct instructor with the School of Architecture since 1998. She will be joined on site, and during field site visits by experienced, builders, designers and researchers passionate about sustainable building materials and ecological design.

Logistics

The Deanery has a cozy hall, commercial kitchen, and comfortable dorm style accommodations for 18. There are also beautiful camping sites, hiking trails, a beach, wi-fi, a library, wood shop, stained glass studio, recording studio & bicycles.
www.thedeaneryproject.com

Students are responsible for transportation and food costs – these will be shared among the group. Folks will car pool to the site. Shared meals are a team effort, which we will organize together.

The DEANERY PROJECT
751 West Ship Harbour Road | Lower Ship Harbour
902-845-1888 | thedeaneryproject@gmail.com
https://thedeaneryproject.com/