Dreamscape Progress Report

Illustration of the site by Salam Rida and Sam Okolita
Dreamscape Project

Interactive Fence Design

The Ambition
The Dreamscape project is a collaborative initiative between the James and Grace Lee Boggs School, its neighborhood, and students from the University of Michigan. These students will work with the Boggs school and its community to foster engagement in the built environment for elementary students in Detroit through design and fabrication. It will evolve as an expansion of the place-based mission of the Boggs School into the larger community by designing and building a unique landmark in a historically under-served neighborhood on the east side of Detroit. Dreamscape will provide highly articulated spaces for all ages to enjoy and participate within. The spaces we envision will be designed for activity in three major facets of education today: mind, body, and togetherness. This project has a special opportunity to transform play spaces into innovative environments promoting critical, creative, skill-based learning and healthy, active play for the youth of this community! The Interactive Fence Design Competition is the first initiative in a multi-phase, long-term community impact design practice that will eventually become an institutionalized program at the University of Michigan.

The Team
The Dreamscape team is made up of a coordinating team, faculty advisors, and members. The members are recruited either through personal interest or competition entries. The project is designed to be trans-disciplinary, generating entries that would allow students from different schools at the University of Michigan to collaborate on sustainable design with the Boggs’s school elementary students. Our partners include the Boggs School, the Students of Color of Rackham, and the city of Detroit. Together we are all stakeholders in building and creating a sustainable community around the children of the school.

Coordinating Members:
• Salam Rida Masters in Architecture Candidate Taubman College
• Samantha Okolita Masters in Architecture Candidate Taubman College

Collaborators:
• Olivia Howard Undergraduate Architecture Student Taubman College
• Ryan Goold Masters in Architecture Candidate Taubman College
• Naheim Rida Undergraduate Environmental Science Student College of Literature Science and Arts
• Michael Medina PhD Candidate in Psychology Rackham
• Josefina Banales PhD Candidate in Psychology Rackham
Project Impact

The competition entry asked students to consider the following prompt in their design: How could one interact with a fence that acts as a community uniter instead of a divider? Consider the possibilities for changing the way a person uses the fence, designing something that is versatile in the way it performs. Maybe the fence has appendages for children to play with or seating attached to it to transform the program of the space? What other ways may a fence be functional? Can we change its materiality and still design something that is both protective and charming? This first phase of the project will be a series of mini projects with a common interest in rethinking the fence that surrounds the Boggs School campus. Students at the University will have the opportunity to design and build their creative solution using the allotted mini grants. Through these projects we hope to transform a traditional private barrier into an environment promoting critical, creative, skill-based learning for University of Michigan students and healthy, active play for the youth of the Boggs community!

In our current phase the students are completing their design and moving into fabricating their projects over the next few weeks with their design teams. Once those are complete we will be holding an event at the Boggs school in October to install the Interactive Fence.
Winner: Courtney Krause, Taubman M.Arch Thesis student
The fence becomes a device for communication, play, and expression. It will be a two-way system that allows messages to be displayed outward and inward. Made up of a series of like pieces, this fence is a message board for the school and the community. Each piece will be white on one side and colored on the other. The colors will vary, and upon further research, the scale and functionality of the pieces can vary as well. This fence teaches children the power of words and their ability to lift up, inspire, and tell a story. Hateful words can be erased and positive messages can be displayed for all. A shy child can find expression, while groups of students can work together to make a large statement. This fun, colorful, interactive wall will bring positive attention to the school through community engagement. Most importantly, it is a fun, playful way to make the children proud of their school and proud of themselves.
**XYLO FENCE**

Winner: Amanda Kalbuadi, Literature Science and Arts Sophomore student

It is believed that music can bring people together. The proposal suggested is to make a fence that doubles as a musical playground. A fencing area is typically avoided as it marks a barrier to divide things that are in and outside the property. In this case, however, the idea is to make people gravitate towards the fence. The fence is transformed into a ‘vertical xylophone’ made of colorful pipes cut into varying lengths so that it can produce a different note of sound when hit (with a stick or a metal rod). Steel is a safe, strong, long lasting and low maintenance making it the best material for this purpose. However, for an economic alternative, PVC pipes can also be used. In this case, it will be slightly curved at the end. The pipe opening can be hit with a flat object (eg, sole of slippers) to produce sound. I will also be working alongside Music school students at the University of Michigan in order to ensure the correct tonal quality needed in order to produce this multi-functional instrument!
Lenticular Mural Fence

Winner: Camille Chabrol, Taubman M.Arch 3G student

Typically the image of the fence reads as a static division between one community and another. What if the image of the Boggs school fence becomes dynamic, oscillating and changing? This fence will reveal new images depending on the angle from which it is viewed. The fence will be made of strips of wood. Before assembling the fence the wood strips will be put side by side on the floor and painted by the children of the Boggs school, creating a large mural. Both sides will be painted by the children. On the inside of these strips is the mural painting of the children, divided into fragments. From different angles inside and outside of the playground the painting becomes perceptible, displaying the artwork of the children to the community in a playful manner. The thin side of the wood will be protected with a reflective material. When looking at the fence directly the gaps between the wooden panels and the reflective strips will create an oscillation between inside and outside of the fence. The boundary between one side of the fence and the other becomes blurred. With its constantly changing image the fence creates a sense of curiosity for what lies on the other side rather than a sense of rupture between the two sides of the fence.
Hide & Seek

Winner: Erika Linenfelser, Dual degree in Master of Urban Design and Urban Planning

Hide & seek aims to create two opposing spaces each on one side of the existing fence at the Boggs School. Drawing inspiration from the great Chinese-American activist and educator, Grace Lee Boggs, both structures fold up like origami when not in use. The temporary, semi-permanent structures suggest a sacredness that comes from a space that does not always exist, but that must be activated by the user. On one side a pop up play fort shelters from the elements, becoming a sanctuary from the harsh city and a safe, hidden space for the imagination of children to flow freely. The opposite side seeks to engage the public, whether it be a fundraiser, a bake sale, educational campaign, etc. Thus the pop-up structure provides minimal coverage, and ample opportunities to meet, talk, and take action. Together the elements invite creativity, engagement, and curiosity.
### Forecasted Budget

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<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Material</td>
<td>Cost of raw material (wood, aluminum, polymers, fittings) &amp; the cost of finish materials (paint, wood stain, handles)</td>
<td>$20,000</td>
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<tr>
<td>Demolition</td>
<td>The removal of current dilapidated structures around the community that are not being used and hazardous</td>
<td>$8,000</td>
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<td>Labor</td>
<td>Both machine labor from the Fabrication Lab at Taubman as well as physical labor on-site when building &amp; permits</td>
<td>$8,000</td>
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<td>Workshops</td>
<td>Activities, project briefs, and resources for working with students in developing design, including transportation</td>
<td>$8,000</td>
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<td>Coordinator</td>
<td>Hire a staff member at the school to work with students on coordinating workshops at the school that aid in the facilitation of focus groups</td>
<td>$6,000</td>
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<td>Print</td>
<td>Creating posters, booklets, &amp; brochures for the work that is being cultivated for promotional and educational use</td>
<td>$4,000</td>
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<td><strong>Total</strong></td>
<td>Forecasted amount based off quotes, these costs have been rounded up</td>
<td>$54,000</td>
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**Funding Streams**
- Current funding streams from Bicentennial Student Grant Fund, Giving Blue Day, Crowdrise, DOW
- **$26,739**

**New Total**
- Amount requested from DOW
- **$27,261**

### Funding at 50%

If funded at the 50% level of our requested budget, it would force us to scale down the scope of the next two projects, but should not stop us from carrying out an interesting and innovative project with the community. Changes to meet this funding would be as follows:

The scale of the community projects would decrease and instead of having larger playscapes for the Totem project we would scale down to public furniture pieces that would occupy the site of the school. Our workshops would also decrease and we would not be able to fund a position at the school to run for the winter semester. The Bicentennial fund would still allow us to maintain our design charrettes in Detroit and our culminating celebration next fall.
3rd grade students, Karielle and Staci, describe their ideal playground

Projected Timeline

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<tr>
<th>June 2016</th>
<th>Aug</th>
<th>Oct</th>
<th>Dec</th>
<th>Feb</th>
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**P01 Research & Development**
- Community meetings with Boggs Board and University of Michigan students
- Begin to design a prototype of the first phase of the project, which is an Interactive Fence addition on site around and in addition to the current fence
- Design coloring book for design engagement

**P02 Rehabilitate & Education**
- Removal of current fence and clean up of hazardous material around the community
- Implement second scale project, the Totem project
- Begin workshops throughout the school with U of M students

**P03 Interstitial Production**
- Continue workshops and move into Design charrettes for the third scale of the project, the Interstitial Design
- Begin to lay down the Totems, culminating in a celebration in October 2016, at the Boggs School

**P04 Exhibition Work**
- Prepare for both the Bicentennial and DOW symposium event
- The winter semester will have an Independent Study component that will allow students from other disciplines to come together and work at Taubman
The Future & Success

A major goal of the Dreamscape project is to connect university students with the greater Detroit community. The Dreamscape will showcase the impact of our student body and expose us to the power of outreach, engagement, and philanthropy. As the Dreamscape enters the 2016-2017 academic year all University of Michigan students will receive plenty of opportunities to participate in this pilot project. After the first phase of the project is completed students will have the opportunity to move onto the secondary phase which utilizes the additional grant money raised ($25,000) to design a larger project for the Boggs School. This project will only continue to expand as we gain more momentum and funding, however, this is a cooperative process between students and we need all hands on deck. None of this would be possible without the support and drive of the University students as well as our faculty advisers, Mick Kennedy and Julia McMorrough.

Sustainable communities cannot be built or designed overnight, but by collaborating with an important organization full of grassroots connections to the neighborhood, sustainability can evolve over time. Project success is measured by how effectively the first series of projects are received in October in creating a more inviting atmosphere for the Boggs community. The event will be documented with a filmographer and we will be creating surveys for the children to fill out in order to examine the effectiveness of design engagement. While the Dreamscape cannot directly deter violence or blight, it will provide a safe atmosphere for playing and learning outside, combining friends and neighbors of all ages in one communal public space.