A

A R C H I T E C T U R E

P O R T F O L I O



ATTHAPHAN SESPATTANACHAI (BRIGHT)

RIBA ARCHITECTURE PART 1

Atthaphan Sespattanachai (Bright)

238c Westgate road Newcastle Upon Tyne, NE4 6AP +66 (0) 97 225 7906 <u>attaphan82345@gmail.com</u> a.sespattanachai@newcastle.ac.uk

October, 15 2019

To whom this may concerns,

The reason I would like to work at your unique Architecture firm is that I have always been fascinated by the sophisticated process behind each project as well as the outcome. There are always new challenges that need to be solved with different approaches in which I believe that you cannot find in University. These motivated me to learn how to design sustainably with smart materials and planning techniques. I love to learn how to design and build constructions that reflect our era in terms of style and advancement in technology. Most of my designs would focus on people as how they are interacting, overlapping and moving through the space. It is more about how to design a space to fit into the community not how to design a space for community to fit into. However, as a freshly graduate part 1 architect I am still lacking in experience I would like to use this opportunity to learn and design buildings that are liveable, affordable, aesthetic and environmentally friendly by using the surroundings to their advantage. I believe that experiences I gain from practice would help to strengthen my knowledge, creativity and designing skills as an architect as well as how to work and corporate with contractors.

I believe that with a strong passion, skills in architectural technology, design, analysis and rendering I would be able to provide benefits to the company.

Sincerely yours,

Atthaphan Sespattanachai (Bright)

ABOUT ME

As a RIBA part 1 architect I am still lack in experience. However, with a strong passion I would love to learn and explore the world of architecture further. This allows me to express my ideas and ambition through building design.



RhinoVault

MS Office

Revit

ATTHAPHAN SESPATTANACHAI (BRIGHT)

RIBA PART 1 ARCHITECTURAL ASSISTANT



EDUCATION

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0

C

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2016-2019 Newcastle University, United Kingdom

2013-2015 (High school) King's College, New Zealand

2008-2012 (Elementary - Junior high school) Vajiravudh College, Thailand

EXPERIENCE

2018 RIBA Student Mentoring Program at Kiosk architects

2017 IT international co., Ltd. (INTERN)

AWARD AND INVOLVEMENT

2017-2018 Fashion society Thai society committee

2016 Boxing society Architecture society

2015 House Academic Colours Term 2 BMW bonnet design and painting competition, 2nd place Cultural night House archery, Badminton and Basketball Rugby 4th grade, Senior House rugby, Intermediate House rugby IHC social Handicap dancing party

2014 King's College Leadership Camp Coaching a mentoring primary school students in reading



School of Architecture, Planning and Landscape

Architecture Building The Quadrangle Newcastle upon Tyne NE1 7RU United Kingdom Kindest regards,

Muchan Mapor

Matthew Margetts

Lecturer, Stage 3 Coordinator, Director of Practice Engagement – University of Newcastle-upon-Tyne Director – EDable Architecture Ltd.

Date: 31.07.19

Reference: Bright (Atthaphan) Sespattanachai

To whom it may concern,

Role / relationship: I was Bright's design tutor during his third year on the BA in Architectural Studies course at Newcastle University 2018-2019 during which time he successfully achieved a 1st Class honours degree.

Motivation and commitment: Throughout the year Bright worked consistently and exceptionally productively. He researched his projects thoroughly and demonstrated an appreciation of architecture's wider role in society. Bright showed considerable determination and responded well to criticism. He always went far beyond the minimum requirements for reviews or submissions and showed excellent initiative and enthusiasm.

Intellectual qualities – present / potential: Bright was a thoughtful and talented student who enjoyed researching and reading around the subject. His written submissions were clear, articulate well referenced and structured. Bright always presented well-researched and coherent positions during studio debates and discussions about his designs.

Design ability: Bright proved himself to be a thoughtful, imaginative and rigorous designer. He had a particularly keen interest in graphics, diagramming and formal exploration. His three-dimensional thinking / spatial comprehension was strong and he successfully and imaginatively integrated structure and technology into his designs.

Personal Qualities: Bright was a popular member of my tutorial group. He was hard working and enthusiastic and contributed well to group work and discussions. In group work, Bright showed leadership skills and was a good motivator with lots of enthusiasm. He also worked well under pressure. In nearly 20 years of teaching I would say Bright is one of the hardest working and productive students I have encountered.

Time Management: Bright was always punctual for tutorials, always submitting considerably more than the minimum requirements.

Communication Skills: Bright is exceptionally gifted graphically and is an excellent model maker. His verbal communication skills were good too.

General Comments: I would have no hesitation in recommending Bright for a year out position at your practice. He is a very capable and hard-working student who is quick to learn and has considerable potential.

tel: +44 (0) 191 20 85831 fax: +44 (0) 191 20 86115 switchboard: +44 (0) 191 20 86000

WWW.NCI.aC.UK The University of Newcastle upon Tyne trading as Newcastle University



URBAN REGENERATION:

INNOVATION CREATIVE CENTRE

THE INDUTRIES OF TWENTY-FIRST CENTURY WILL DEPEND INCREASINGLY ON THE GENERATION OF KNOWLEDGE THROUGH CREATIVITY AND INNOVATION



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INITIAL CONCEPTUAL PROGRAMME | Four main spaces :

Entrance (central space), Collaboration, Workshop, Business



Scale 1 2000

COVENTRY SITE ANALYSIS | Coventry City Centre site analysis



URBAN CONTEXT - RESPONDING TO DIFFERENT GROUP OF PEOPLE

MAIN EXTERNAL INTERACTION AREAS





EXPLODED ISOMETRIC DIAGRAM

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This diagram illustrates essential programmes and elements of the building

- 1. Basement (B2)
- 2. Basement (B1)
- 3. Ground floor
- 4. First floor

Programme / Building elements

5. Second floor

ARCHITECTURE PORTFOLIO

TYPE 0 : COLLABORATION CENTRAL

This type allow for virticle circulation

TYPE 2 : STAIR CIRCULATION This type allow for virticle circulation

CREATIVE STUDIO: COLLABORATION SPACE

CREATIVE STUDIO: COLLABORATION SPACE

MAIN ENTRANCE: MULTI-PURPOSE SPACE

WORKSHOP: ADDICTIVE MANUFACTURING

WORKSHOP: ROBOTIC AND AUTOMATION

TYPE 3 : LIFT CIRCULATION This type allow verticle circulation

CREATIVE STUDIO: OFFICE AREA

CREATIVE STUDIO: COLLABORATION SPACE

MAIN ENTRANCE: CAFETERIA

WORKSHOP: ADDICTIVE MANUFACTURING

WORKSHOP: STORAGE SPACE

TYPE 4 : SERVICES This type allow services to run through the building

CREATIVE STUDIO: OFFICE AREA

CREATIVE STUDIO: COLLABORATION SPACE

MAIN ENTRANCE: EXHIBITION

WORKSHOP: ADDICTIVE MANUFACTURING

SERVICES AREA

Design & Prototype Framework

1) Stage gate product development

- 1.1) Initiation Brief is defined and set
- 1.2) Concept Initial idea 1.3) Design - Develop idea
- 1.4) Validation Prototyping and testing
- 1.5) Learnings Ensure our future projects benefit
- from the outcomes of the past projects

2) Story board design -Design thinking

Hybrid design methodology Linear design visualisation -Visually plotting out elements of one's idea. creating rough plan for key determined factors of who, where, and how the product can be used

3) Design for Addictive Manufacturing (AM)

Allows complex design geometries to be produced in polymers and metals

4) Analysis

-Finite Element Analysis and Computational Fluid Dynamics tools allow us to undertake a variety of analytical tasks Capability to develop and validate analyses for many structural, fluid flow a nd thermal design questions

5) Mechanical design

-Broad range of engineering expertise, allowing to respond to a variety of project requirements

6) Electrical design

-Develop solutions from "proof of concept" through to "manufacturing ready prototype" in a way that is aligned to ones manufacturing and testing methods and the core functional requirements

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Vertical circulation

IN AN HHN A HAN

SECTION A - A

Shows building material experience, human interaction, and how the space would be inhabit: Workshop space, Studio space, and Educational space.

ETTE SECTION B - B

Shows building sitting on the surrounding context

0 5 10 20 m

Basement to

plaster board t = 12. plaster board t = 12.

20. Tube ring: fireproof painting UP on FR stee 21. 200 mm steel tube

22. Heat shield glass t = 15 m

23. Ground floor (i

NEWCASTLE UNIVERSITY

ATMOSPHERIC DRAWING 1. - Collaborations centre top floor

ATMOSPHERIC DRAWING 4. - Creative centre

ATMOSPHERIC DRAWING 4. - Augmented workshop space

ATMOSPHERIC DRAWING 3. - Testing products roof top

EXPLORING EXPERIENCE : 02 METAL WORKSHOP, MATERIAL EXPERIMENTING

EXPLORE THE QUALITY AND PROPERTY OF STUDIO MATERIAL, AND USE THE PROPERTY TO DESIGN A BUILDING FOR EXHIBITION AND WORKSHOP SPACES.

1. Stair
2. Main building entrance
3. Bridge
4. Facade

10. Balcony

EXPLODED ISOMETRIC DIAGRAM

HINGE FACADE MOVEMENT DIAGRAM

1:50 SECTION DETAIL

[BUILDING DETAIL]

- 1. 300 mm Hardcore
- 2. 20 mm Blinding and
- damp-proof membrane 3. Insulation

(8)

-(5)

- 4. Concrete slab floor
- 5. Pier foundation
- 6. Steel column
- 7 Hinge facade
- 8. I-beam
- 9. Hanging ceiling
- 10. Hollow concrete floor slab
- 11. Groove chipboard

1:200 SECTION A - A (A2)

Shows building material experience, human interaction, and how the space would be inhabit: Workshop space, Studio space, and Educational space.

1:200 SECTION B - B (A2)

Shows external exhibition space (market area) and people interaction with the space.

Market stalls

1:50 section model

Market stalls

LEITH PROJECT :

DWELLING PLUS, BUILDING ACCOMMODATION

MY INITIAL BUILDING IDEA IS AN INCORPORATE SPACE WHERE RESIDENTIAL, COMMERCIAL AND LEISURE SPACES EXIST IN ONE BUILDING. ACCORDING TO THE MASTERPLAN, THIS AREA IS A BOUNDARY BETWEEN PUBLIC AND PRIVATE SPACES, WHICH MAKE THE AREA SUITABLE TO ADD EXTRA ACTIVITIES TO RESIDENTIAL SPACE.

ARCHITECTURE PORTFOLIO

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residential area, ground floor is library space, reception, cafe and convenient store.

1:200 SOUTH-EAST ELEVATION

This section shows human interaction in an individual space, and between spaces: how would they see each other through different floor levels.

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Shutter facade diagram

1:50 Section detail (A3)

- 1. Roof sectional detail
- 2. Floor Floor sectional detail
- 3. External wall Ground floor detail
- 4. Forundation sectional detail

1:50 Roof detail (A3)

1. Zinc head

2

3

1

6

7

2

3

4

5

7

8

9

2

(5)

6

7

8

9

- 2. Bituminous membrane (asphalt) 3mm
- 3. Damp Proof Membrane
- 4. PIR Thermal insulation board
- 5. Vapour control layer
- 6. Leveling screed
- 7. Pre-cast concrete slap

1:50 Floor- Floor detail (A3)

- 1. Cement Cladding
- 2. Timber Batten
- 3. Sheathing board
- 4. Fire stopper
- 5. Quiebravistas: Woodbrise
- 6. Breather Membrane and OSB board
- 7. PIR Thermal Insulation Board
- 8. Vapour Control Layer
- 9. Timber Batten
- 10. Plasterboard

1:50 External wall - Ground floor detail (A3)

- 1. Polished Concrete Floor
- 2. Leveling Screed
- 3. PIR Thermal Insulation Board
- 4. Vapour Control Layer
- 5. Pre-cast Concrete slap
- 6. Vapour Control Layer
- 7. Cement cladding
- 8. External Masonry Wall
- 9. Wall tie

-1-2-3-4-5-6-7-8-9

1:50 Foundation detail (A3)

- 1. Double-Glazing Window
- 2. External Masonry Wall
- 3. Polished Concrete Floor
- 4. PIR Thermal Insulation Board
- 5. Concrete Slab
- 6. Damp Proof Membrane
- 7. Sand Binding
- 8. Hardcore
- 9. Concrete Pier Foundation

ARCHITECTURE PORTFOLIO