

PROJECT 03

LIFE • SPACE • BUILDING Workshop & PROGRAM AND SITE ANALYSIS

WORKSHOP: FRIDAY 11 OCTOBER (2 HOURS)

PROGRAM AND SITE ANALYSIS DUE WEDNESDAY, 16 OCTOBER

Working in teams of 3 - 6, you will need:

- A base map of your site/study area
- Tracing paper to cover the base map (we will provide)
- Markers
- Post-it notes of several colors (we will provide)

I. LIFE (approximately 30 minutes)

In the first exercise:

1. Each of you should assume the character of **two characters** (or groups of characters) who would likely use—or who you would like to attract to—your site. These characters might include: grad student with a family; college students (various); researcher; group of teenagers; recent immigrant couple; disabled female; dog walker; engrossed professor; cyclist; fifth-grade student; light rail commuter; friends meetings for coffee; shopper; homeless youth; dorm resident; local artists; street vendor; two lovers; group of pre-school children; two senior citizen friends; father and toddler; kayaker; swimmer; jogger, and so forth. Also consider what other species your site might support, e.g. juvenile salmon on the waterfront, insects, birds, dogs, etc. Select a range of user types within your group (5 minutes).
2. Select a Post-it note color for each of your characters. Write the activities each character would likely engage in on the site, one per Post-it note, and place the notes onto the base map where that activity would occur. Also define when this activity will occur: summer/winter – weekday/weekend – day time/night time (10 minutes).
3. When you are finished, take on the roles of other users, including yourself; add, discuss, and refine the content and position of the notes (10-15 minutes).

II. SPACE (approximately 40 minutes)

In the second exercise:

1. Using your LIFE set of desired uses and locations, develop the spatial and programmatic elements that would support the users and uses you have identified. What facilities (cafes, kiosks, toilets, shelters, trees, slides, trampolines, skate parks, amphitheaters, exercise stations, parkour, dance space, music station, public art, bike track, bike station, bike rental, art-making shop, classrooms, tool library, cooking facilities, food gardens, plazas, play areas, seating, pathways, water, stormwater features, vegetation, sauna, habitat areas, interpretive facilities, etc.) would you need to include and where would they be located? How many would you need and what size would they be, thinking about seasonal/diurnal changes (20 minutes)
2. Draw/diagram your facilities on a tracing paper overlay of the site, and label them. If it helps, you can use Post-it notes before doing the drawing/diagram (20 minutes).

III. BUILDING (approximately 40 minutes)

In the third exercise:

1. Check the adjacencies of facilities to make sure the spaces have a good relationship with one another. Adjust as necessary (5-10 minutes).
2. Determine the qualities of each facility; note these on the tracing paper (5-10 minutes).
3. Now determine the **thresholds between exterior and interior spaces**, and the **edges** each facility should have to define and activate the spaces in-between them. These may be buildings or other structures. For buildings, what kinds of rooms are needed? (5 -10 minutes)
4. Draw/diagram these on your tracing paper overlay, and label them (5-10 minutes).
5. Determine what other qualities each facility might have (its height, form, proportion, thickness, color, texture, etc.) (5 minutes).
6. Decide whether other elements are needed to support the active use of the space during different times of the day/night, for different events (think community celebrations, fairs, performances, etc.), and in different seasons. Record these on your base plan (5-10 minutes).
7. Redraw your overlay with the activities, facilities, and qualities labeled.

IV. PRELIMINARY PROGRAM (USERS, ACTIVITIES, FACILITIES)

Over the weekend, collaborating with others on your site or those with similar site programs, write a preliminary "site program." Who are the intended **users** (think inclusively) and what are the **activities, facilities** and **qualities** that you want to see there? Build upon what you learned through the Life-Space-Building workshop, and augment it with outside expertise other building, park, street etc. examples and standards to inform your program.

Your formal "program" document should express the important elements that a design team would need to plan the kind of place that you would like to see for this site. The document should be digital and can include text and images to convey the **anticipated users, activities, facilities (and components of those) and essential quantitative and qualitative aspects that your designed site/building would have.**

V. SITE ANALYSIS

Develop a graphic **site analysis** that indicates the forces and drivers, past present and future, on your selected site. You may work as a team on your site. The analysis should include:

- District, city and regional contexts. For starters, refer to the district-scale analyses developed by last year's studio, and the background documents that informed them.
- Neighborhood context. Refer to and cite the Urban Design Framework Existing Conditions Report and the Urban Design Framework, plus the research of last year's Gehl Interns.
- Site analysis. Use prior analyses and your own observations to discover and communicate the environmental, cultural, and social qualities of the site.

Context analyses are best expressed in sets of diagrams (Remember the COBE presentation).

Site analyses may be combined onto one map (e.g. Opportunities and Constraints) and/or be expressed in a series of diagrams.

You'll present your **program** and **site analyses** in class on Wednesday, October 16.