

# Porous Public Space: Urban Nature for Climate Adaptation

## Scan I Design Master Studio, Autumn 2016 [Larch 501/Arch504]

Instructors: Nancy Rottle (LA), Jim Nicholls (ARCH)  
Teaching Assistant: Bill Estes (LA)  
With Master Teacher Louise Grassov, Schulze + Grassov

### Project 04 - Programming Workshop and Program.

#### Workshop: LIFE • SPACE • BUILDING

MONDAY 17 OCTOBER (2 HOURS) PLUS PROGRAM DEVELOPMENT DUE WEDNESDAY 1:30

Working in your teams of 4 or 5, you will need:

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

#### I. LIFE (approximately 30 minutes)

In the first exercise:

1. To advocate for a multicultural inclusiveness as a counterpoint to market driven gentrification, and to offset the pressures of displacement, **each of you should assume the role of two characters (or groups of characters)** who, from your district research, would likely use—or who you would like to attract to—your site. For example, these characters might include: immigrant parent with two children (different ethnicities/genders), local shoppers, group of high school students, musician, gypsy market seller, Copenhagen University student, digital technology night school student, local artist, street vendor, two lovers, three senior citizen buddies, Metro train user, S-train commuter with a bicycle, drunk regular, comedy-theater goer, municipal climate adaptation staffer, hummingbirds and other pollinators, parent with toddler, bike commuter using the supercycle highway, bike repairperson, neighborhood advocate, etc. etc. Be diverse!
2. Select a Post-it note color for each of your characters. Write the activities each character might like to engage in on the site, one per Post-it note, and place the notes onto the base map where that activity might occur. Also define *when* this activity will occur: summer/winter – weekday/weekend – day time/night time (10 minutes).
3. Take off your single-character hats and create multi-faceted characters, be an advocate for a group, be autobiographical; 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, gardens, gathering spaces, incubator spaces, housing, toilets, amphitheaters, plazas, play areas, seating, green space, habitat areas, art facilities, classroom, performance space, water collection, trees, shops, market spaces (night market, day market, Saturday market, Holiday Market, craft market, food truck market, etc.), community kitchen, bicycle parking, youth cultural center, etc.) would you need to include and where would they be located? How many would you need and how many people would it be for? What *general* size would each

space need to be? Consider combining and layering uses, and of 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 potential of adjacencies and the proximities of facilities to make sure the spaces have synergistic relationships with each another. Adjust as necessary (5-10 minutes).
2. Determine the defining quality of each facility; note these on the tracing paper (5-10 minutes).
3. Now determine what quality the edges of each facility should have to extend and activate the spaces in-between and through them (5-10 minutes).
4. Draw/diagram these on your tracing paper overlay, and label them (5-10 minutes).
5. Determine what other general qualities each facility might have (its height, transparency, solidity, porosity, scale and proportion, 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. Look for opportunities of layered use, note if the activity is at grade, at roof top, interior or exterior, degree of enclosure: open air, open sided roof, climate controlled, climate modified...Record these on your base plan (5-10 minutes).
7. Redraw your overlay with the activities, facilities, and qualities labeled.

### **PRELIMINARY PROGRAM (Due Wednesday, Oct. 19, 1:30)**

Now, use the results of your LIFE-SPACE-BUILDING exercise to write a preliminary "**program**" for the site. What are the

- **activities,**
- **facilities, and**
- **qualities**

that you want to see there? Your 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, and target the various user groups you would want to be able to engage in the site. Also consider the District Plan goals and possibilities.

**The Program should take the form of a • bulleted list, with descriptive diagrams showing spatial relationships and criteria as needed.**

**Be prepared to present your group's program at the beginning of class on Wednesday.**