

Public Spaces | Public Life for Seattle's Central Waterfront

Scan I Design Master Studio, Autumn 2011 [Larch 504/Arch504]

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Project 01: Quick Win Site Expressions

DUE: October 3 - Schematic Presentations
October 7 - Site Construction
October 8 - Site Observations + Recording
October 9 - Site Deconstruction
October 10 - Summary Poster at 11 x 17" (or alternate media) with sketches and construction/final photographs:

Engaging in an intensive, short design problem may be the best way to become familiar with our site for the quarter. In this first exercise, you will design and build an interpretive 'quick win' installation on Pier 62/63 that will be designed during the first week and a half and constructed onsite on **Friday, October 7.**

A few weeks ago, Waterfront Seattle with the help of Seattle Parks and Recreation crews placed approximately twenty yellow Adirondack chairs on Pier 62/63 as a temporary engagement for the public. These chairs were accompanied by a large yellow symbol painted on the deck of Pier 62/63 (that used non-toxic, non-permanent yellow stain). The symbol is a portion of the Waterfront Seattle logo and is commonly used to emphasize an important idea or place; as painted on Pier 62/63 it also mirrors the ring of Elliott Bay. The temporary installation is the first in a series of small, community-building activities planned at Pier 62/63 over the next few months. Yours will be the second in a planned string of installations at the pier aimed at provoking public interaction and education on the waterfront.

In 5 groups of 5 students, you will share responsibilities for mapping, recording and interpreting the overall site area while designing, constructing and installing a group intervention or 'quick win' on the pier. This installation will be of a temporary nature and should both engage the public in some physical way or activity while also interpreting part of what you learned from your site and context study. These installations, or 'site expressions' can be a temporary transitional space, repurposed use of an existing space or interpretive installation that will aspire to activate, interpret and improve the pier.

This project is meant to substitute for formal site and context analysis, since we can benefit from the work of last year's studio. To become familiar with this essential background information, each group should divide their team into five research components, and collaborate on distilling important information for all members of the group:

- History, Demographics and Social Functions
- Land Use + Zoning + Built Environment
- Circulation + Pedestrian Environment
- Ecological Environment
- Economic Environment

Useful resources include websites listed on the course syllabus (e.g. DPD's and waterfrontseattle.org's websites, and the posters students developed for last year's studio on the course website and on the wall.) This combined research should provide the basis for your Context + Site Story.

Once the research is completed and compiled, your design proposal should be presented on October 3rd in a ten minute presentation with the following components:

- Context + Site Story - What story are you telling and what contextual / historical / ecological research is behind this story?
- Contemporary Problem Formulation - What contemporary functions or performance might your installation address? What Theme does it capture?

- Integrated Design Proposal + Feasibility - What is your design proposal (narrative and graphic), and how will you feasibly construct and install it?
- Expected Outcomes - How will your installation engage public use and what do you anticipate will be the results?

Some suggested themes are: GATHER, FRAME, PATH, REFLECT, MARK, AMPLIFY, COMMEMORATE, DEFINE....

Additionally, one person from each group should be chosen to represent the group in the overall organization of how the installations will be displayed, recorded, presented and coordinated with the other groups. This executive team will also be responsible for attracting guests and users to experience the installations, such as for the Opening. Suggested media include a webpage, Facebook, email lists, blogs (the new architecture [BE]log is one way), etc. This team may wish to document installation in the form of video(s) or a series of time-lapse stills.

Constraints:

1. No painting of the pier. Color or painting must be brought in with non-toxic paints, dried and on a separate surface (wood, paper, plastic, concrete, etc.)
2. No vehicles are allowed on the pier.
3. No electricity is available.
4. No screwing or nailing into rotted deck portions. Check for rotten wood and plan installations accordingly.
5. Weight should be kept at a minimum to reduce load impact on deck floor.
6. Any material – sand, dirt, etc., must be contained and not able to spill into water.

Allowable:

1. Screwing into or nailing onto the deck and rail is permitted, but use restraint and only where necessary.
2. Lightweight tent canopies and structures are allowed; consider wind loads and safety measures at all times.
3. Plants, furniture and other dead load items should strive for the lightest weight solution.
4. Each team has a budget of \$100 for materials; reused and recycled materials should be emphasized. Please collect your receipts.

OBSERVATION AND SUMMARY

After the installation, the class will be responsible for observing and recording public use of the space. You may use Gehl techniques (we can provide the methodology) and/or recording media. This information will contribute to your group's assessment of the actual Outcomes of the installation(s), presented to the class on Monday, October 10.

APPENDIX:

Content areas for last year's site analysis categories:

A. History, Demographics, Social Function

- Cultural history
- Historical uses and demographics
- Current uses and demographics
- Socio-spatial environment (cultural and aesthetic character, quality of social spaces—opportunities for prospect and refuge)
- Behavior (activities/functions, user groups, time used, conflicts)
- Results from engagement with diverse user groups; missing social functions and spaces
- Temporal versus permanent attractions
- Waterfront planning guidelines related to social function

B. Land Use, Zoning, Built Environment

- Zoning, land uses, density (note any non-conforming uses)
- Built environment (building typologies, height, material, age, occupancy, ownership)
- Architectural character
- Key landmarks (note any officially landmarked structures)
- Alaskan Way Preliminary Alignment, Public Realm Diagram, Alaskan Way Landing Concept, Seawall Replacement Program, Waterfront Charrette and other plans and diagrams generated during the waterfront planning process
- Other proposed developments

C. Circulation, Pedestrian Environment

- Pedestrian and bicycle circulation, including routes and volumes (e.g. Bicycle Network Fact Sheet; Gehl Interns Waterfront Pedestrian Analysis)
- Motorized circulation and transportation connections: train, light rail, bus, vehicles, destinations; show larger connections and projected numbers
- Pedestrian affordances/quality
- Views to and from the study area
- Patterns of use by moving and stationary pedestrians
- Climatic comfort, sun/shade, wind, noise
- Waste removal and service circulation
- Plans, e.g proposals in the Gehl Public Space Public Life Study; Blue Ring

D. Ecological Environment

- Geological history, aquatic and terrestrial ecological context
- Topography
- Water (storm water patterns, sewer patterns—combined or separated, outfalls—watershed(s), water bodies, water source); stormwater and CSO Plans; See Stormwater and CSO Control for Vine, University, Madison and Washington Basins
- Vegetation and condition, topography, flora, fauna
- Soil conditions
- Existing and potential urban wildlife habitat / patterns/species / guilds; potential nearshore habitat: See Parametrix Report
- Climate/energy/heat island (including embodied energy), carbon sequestration and emissions
- Sun path, solar access, prevailing winds, seasonal & diurnal temperatures, humidity, rainfall
- Potential brownfields/contamination, effect of global warming projections

E. Economic Environment

- Quality of the economic environment (producing, distributing, and consuming goods and services)
- Evidence of recent investment/disinvestment
- Employment opportunities
- Buying behavior of users
- Role in the regional and global market
- Economic studies