

Public Space | Public Life For Seattle's Central Waterfront

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

Instructors: Nancy Rottle (LA) and Kathryn R. Merlino (ARCH)
Teaching Assistant Britt Bandel J (ARCH)
With Gehl Architects: Bianca Hermansen

Project 05: Developing the Design, Multiple Scales

WEDNESDAY, 9 November: Four Times, Four Drawings

PART A: MONDAY

At our mid-term review you heard suggestions for where to next take your group and individual designs. We also heard general suggestions for next steps, which will guide us through the next few weeks. Review your notes, and:

1. **Be sure to visit your site again TODAY- find specific areas to photograph that have developed from your early design iterations. How do you see your site differently now? What new places do you need to investigate more through photography or sketching?** -- how do your ideas hold up when brought into the [future] reality of the waterfront?
2. **Embrace the temporal nature of public space:** What is it like at night? In different seasons? During high tide and low tide? During various events? Show each of these scenarios in renderings to demonstrate your assertions. (see Wednesdays assignment)
3. How does your **district design fit into the overall framework** of the waterfront, and how does your **individual design** contribute to both the district and the overall waterfront framework?
4. Think back to our **life-space-building** exercise. How does your design support the needs of different types of individuals and groups? How does the design exemplify the 15 Quality Criteria?
5. How does your design contribute to the **ecological and habitat potential** of the waterfront? What would render the proposal the most ecologically resilient? What kinds of ecological processes might it catalyze? If you were to add Ecological Quality Criteria, what would they be?
6. What aspect of the design might transcend utility and invoke **delight**, playfulness, and excitement? How might it reflect and reveal the kinds of **processes** that are occurring on the waterfront?
7. Use this as an opportunity to push your thinking and explore your creativity. How will your ideas advance your professional education in your particular field? How might what you are doing as a student differ from what you might do as an employee in practice?

PART B: WEDNESDAY

NOV 9: Four times, Four drawings

Be ready with your media to begin to create these drawings.

Design and draw four plans/renderings for your individual designs, **expressing four different conditions**, e.g. summer day and evening, winter day and evening; high tide, low tide; 2016 and 2050 (e.g. how would sea level rise influence the space). Use media that is expressive of the time/condition, and include life and activity. Incorporate feedback that came from your review, reflecting both your immediate site and your group ideas.