

Urban Woodland Design

Design 1: Process, Principles and Application



Introduction

This section of the course covers:

- Introduction to design
- Applying design principles
- Developing design skills

Recap

This section of the course starts by recapping the design process introduced earlier.

Later there will be a series of activities to develop ones design awareness

The design process

Input

Output

Brief

Community
Project manager's experience
and knowledge

Outline of needs, expectation and objectives
Timescale
Budget

Survey

Community
Technical expertise
Project manager's experience
and knowledge

Physical issues
Social issues
Site appraisal
Visual survey

Analysis

Project manager's skills,
knowledge and experience

A critical interpretation of survey material
An exploration of how survey information
interrelates and assessment of priorities

Opportunities constraints

Project manager's skills,
knowledge and
experience

A thorough understanding of site potential
A thorough understanding of what the site
can deliver
May need to revise brief

Design concept

Project manager's skills,
knowledge and
experience
Possible community consultation

A spatial framework that responds to
opportunities/constraints and meets the
objectives of the project
A concept that can be presented to the
community and discussed
A framework for detailed design

The design process

These aspects will be developed:

- **Survey analysis**
brings together information gleaned from physical, social and experiential survey work
- **Opportunities and constraints**
draws on the analysis of site survey material to identify site opportunities and constraints
- **Prepare a design concept**
brings together ones experience of the site, the opportunities and constraints and ones knowledge of design principles to draw up a schematic design

Introducing opportunities and constraints

What is an 'opportunity'?

- The physical potential offered by the site
- The aspirations or needs of the community
- Problems or concerns which need to be resolved

What is a 'constraint'?

- Physical limitations of the site or context
- Social problems or issues

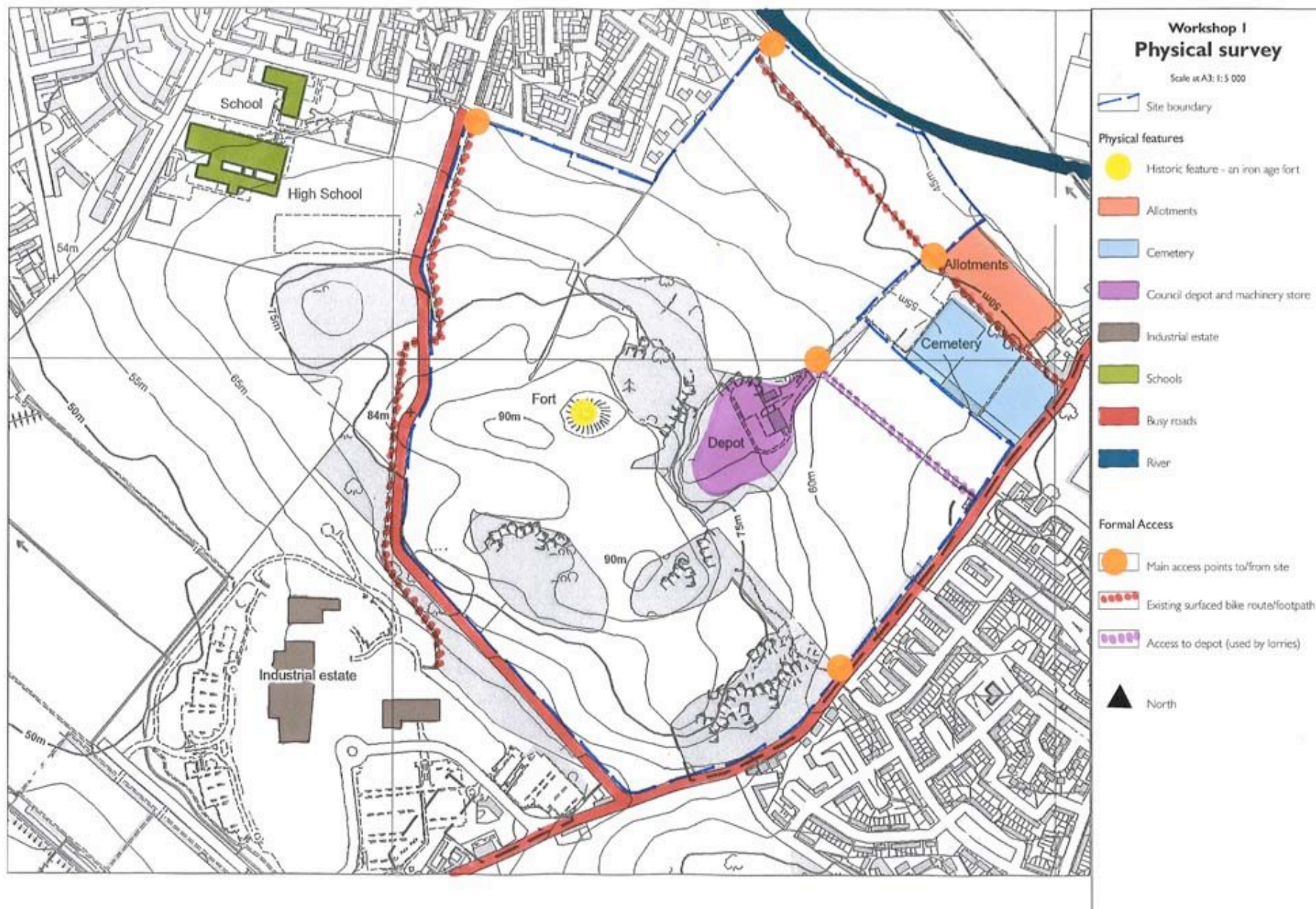
Workshop 1

Identifying opportunities and constraints

This workshop covers:

- Becoming familiar with a site
- Using pre-prepared survey and analysis material
- Recording opportunities and constraints in a table and on a map base.

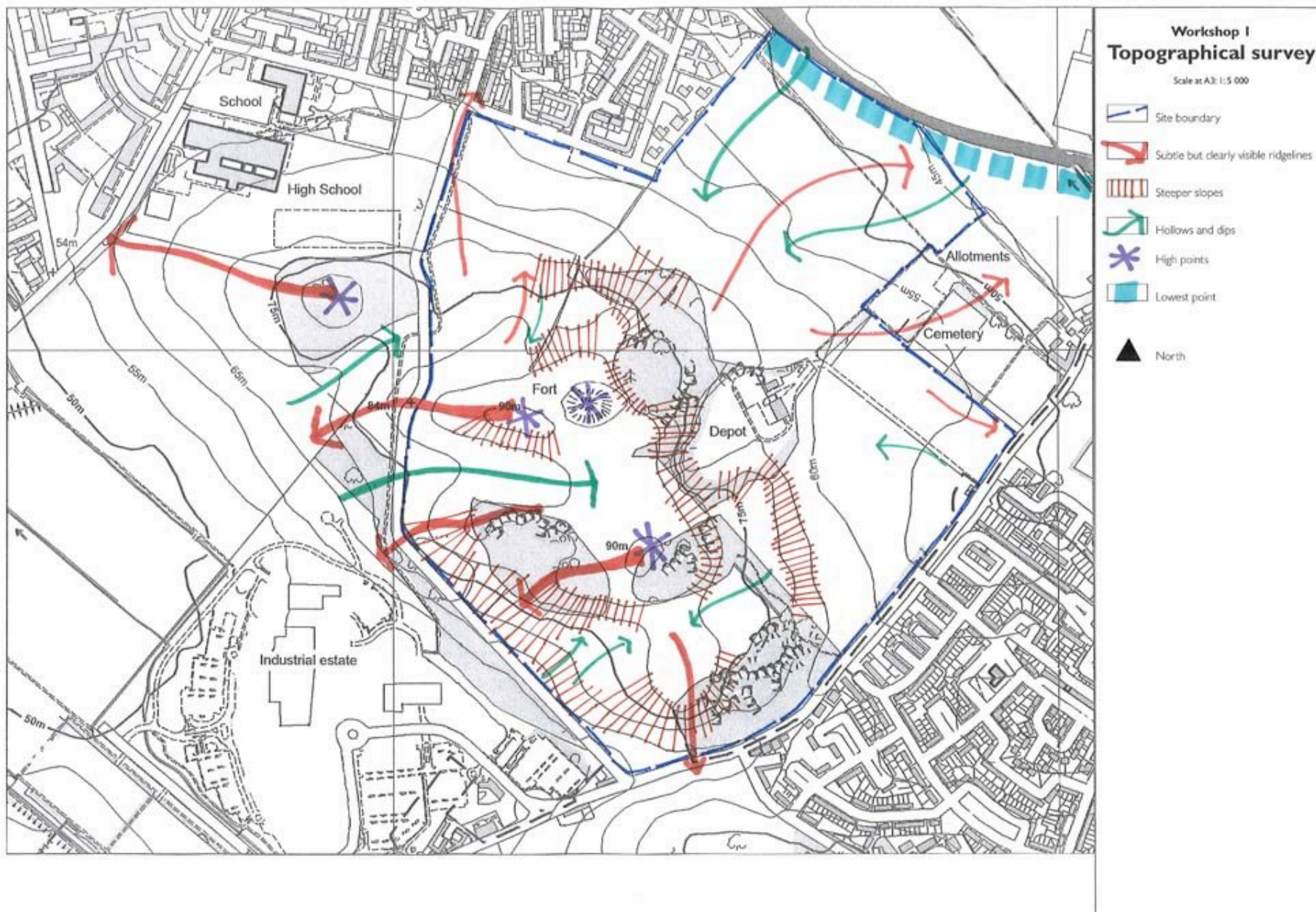
Workshop 1



Workshop 1



Workshop 1



Workshop 1



Example table

Constraints and opportunities to establishing a woodland



Issue or Factor	Constraint	Opportunity
Allotments	Leaving space for allotments limits planting	Fruit trees could be planted as part of the woodland near to the allotments – also provide hazel for sticks
Existing tarmac access route	Long and straight, a bit boring – but cannot afford to move it!	It's already there, and offers a direct link which is well used – planting could make it's setting more interesting





Opportunities and constraints - SAMPLE

Scale at A3: 1:5 000

Constraints

-  Allotments may need to expand onto this site, limiting planting
-  This long straight tarmac track is already in place, but is really boring

Opportunities

-  Provide coppice and fruit trees close to allotments?
-  Create interesting spaces along this long, straight track, which is good for bikes

Workshop 1 - Brief

Identifying opportunities and constraints

Using the survey and analysis maps and community wish list provided:

- Prepare a table of opportunities and constraints
- Prepare a map of opportunities and constraints

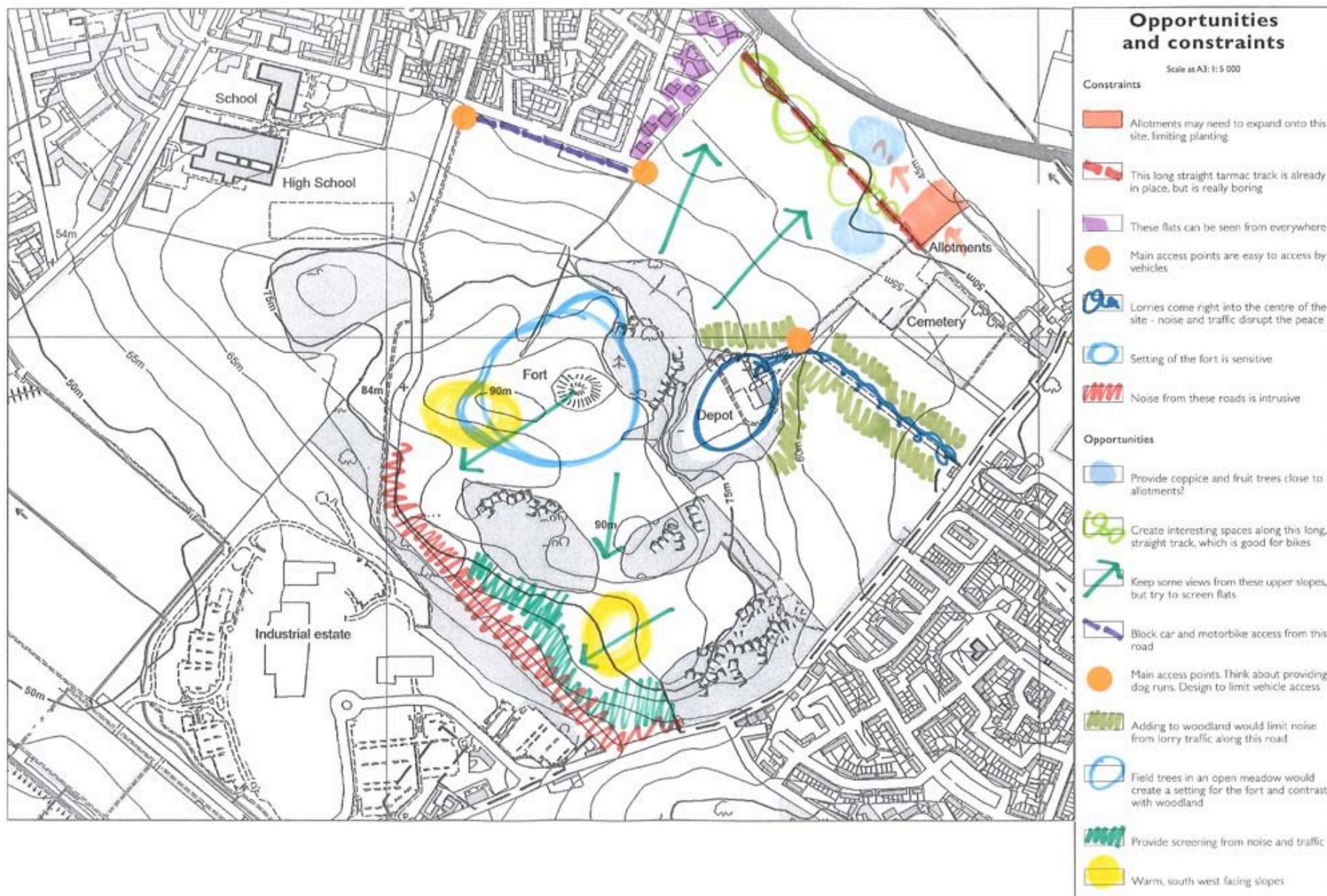
Workshop 1 - Feedback

Identifying opportunities and constraints

Constraints and opportunities to establishing a woodland

Issue or Factor	Constraint	Opportunity
Allotments	Leaving space for allotments limits planting	Fruit trees could be planted as part of the woodland near to the allotments – also provide hazel for sticks
Existing tarmac access route	Long and straight, a bit boring – but cannot afford to move it!	It's already there, and offers a direct link which is well used – planting could make it's setting more interesting
Fort	An important historic site – likely to limit planting	Open, elevated setting could provide context and contrast to woodland elsewhere – good for views
Views	Keeping views open limits planting – views of tall flats, too	Planting could frame views; some localised planting could screen views of flats
Desire lines	Very straight and direct routes may be difficult to re-route to make more interesting. Existing paths are muddy	Planting could be used to realign/surface routes, and create more interesting walks – think about appropriate materials
Need to restrict access by motorbikes and cars	Limiting access to vehicles may create big, heavy duty barriers and be unwelcoming.	Careful design of earthworks, well chosen fencing and good entrance design could limit vehicle access and create a safer site.

Workshop 1 - Feedback





Introduction

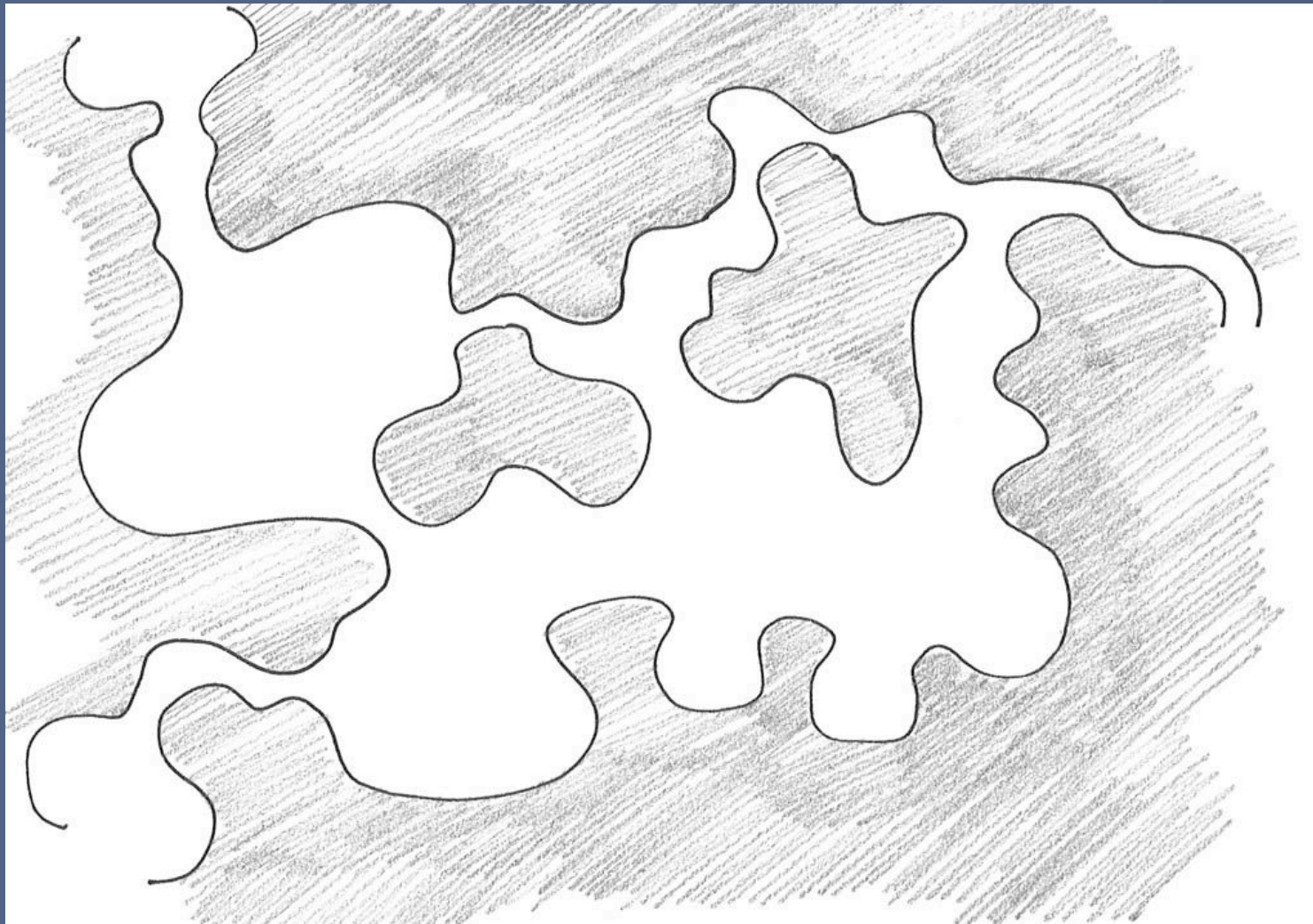
- Space and spatial sequence
- Shape
- Scale
- Threshold
- Line
- Diversity

Urban Woodland Context

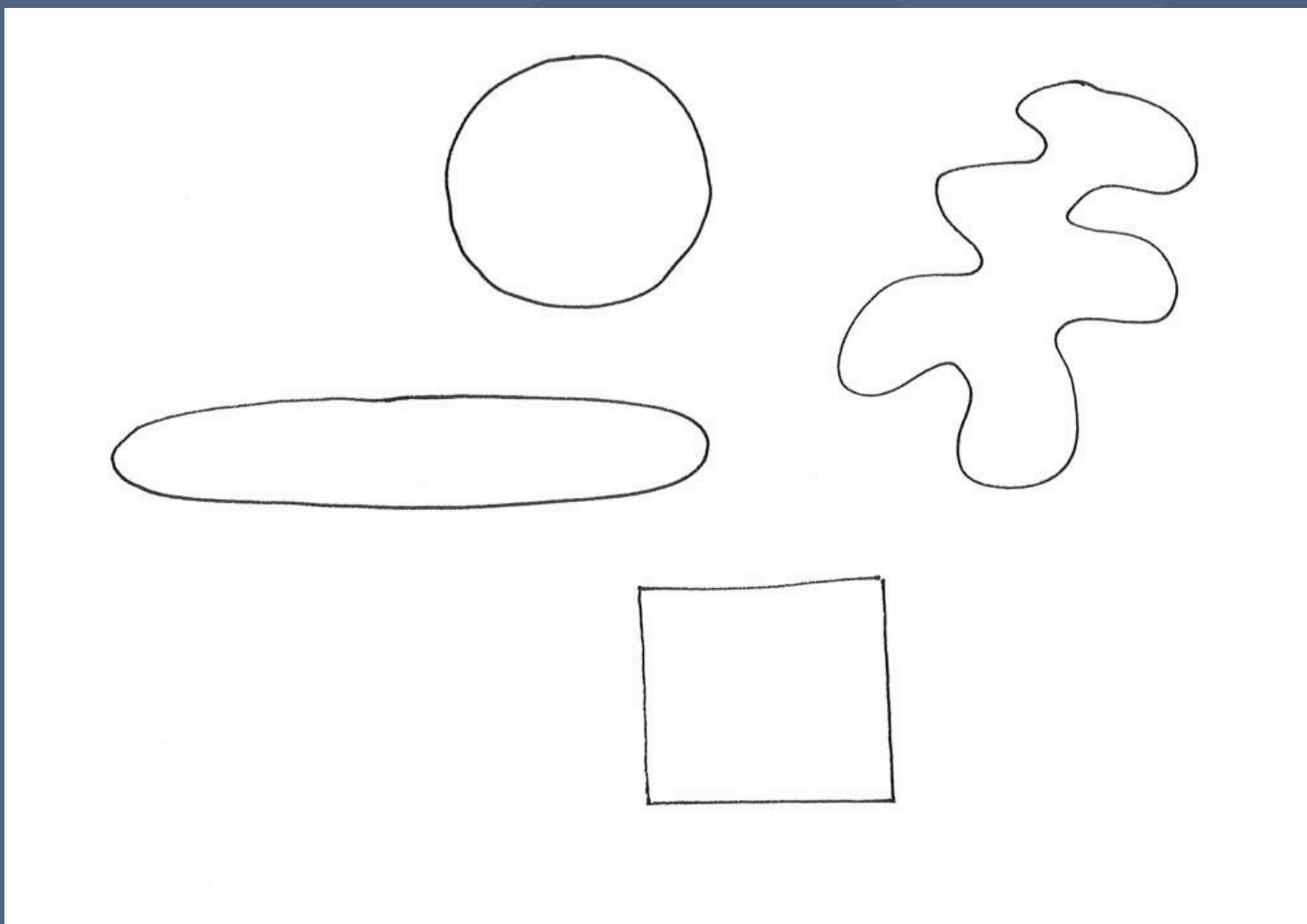
To design successful urban woodlands, one needs to:

- work from the inside out
- practice people based design
- plan and implement the design at a 'domestic' scale

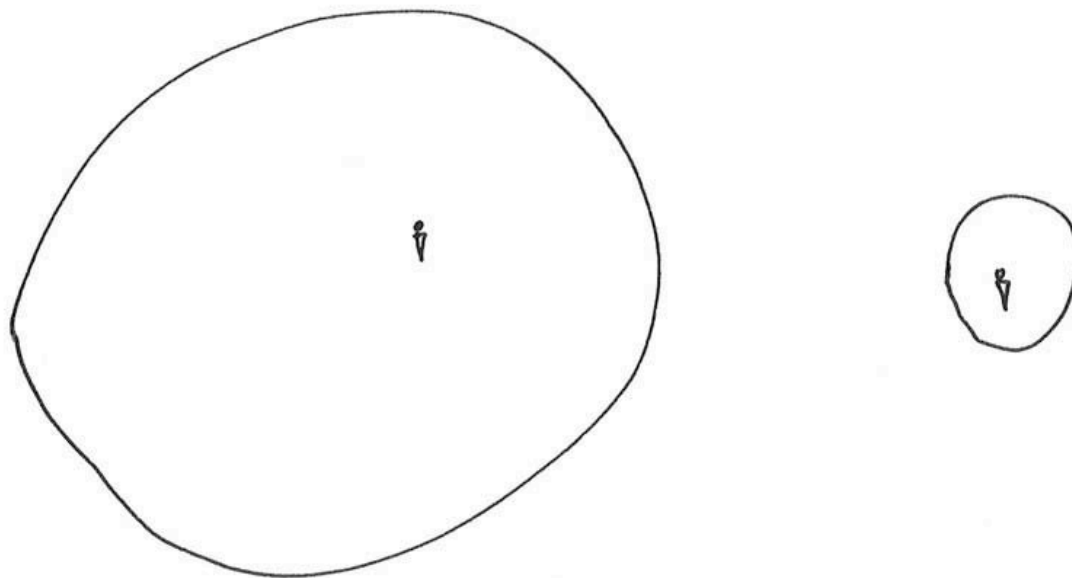
Space



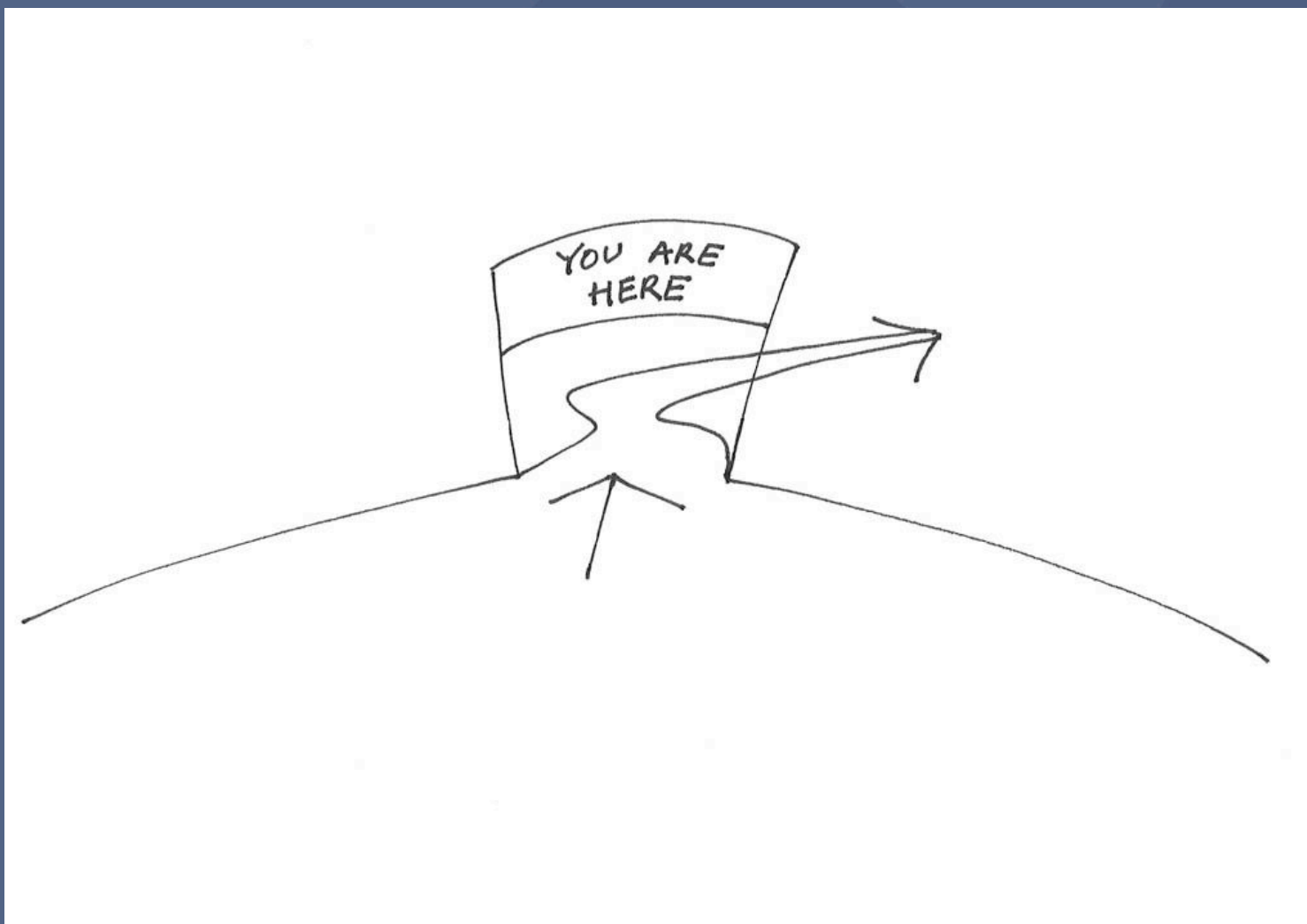
Shape



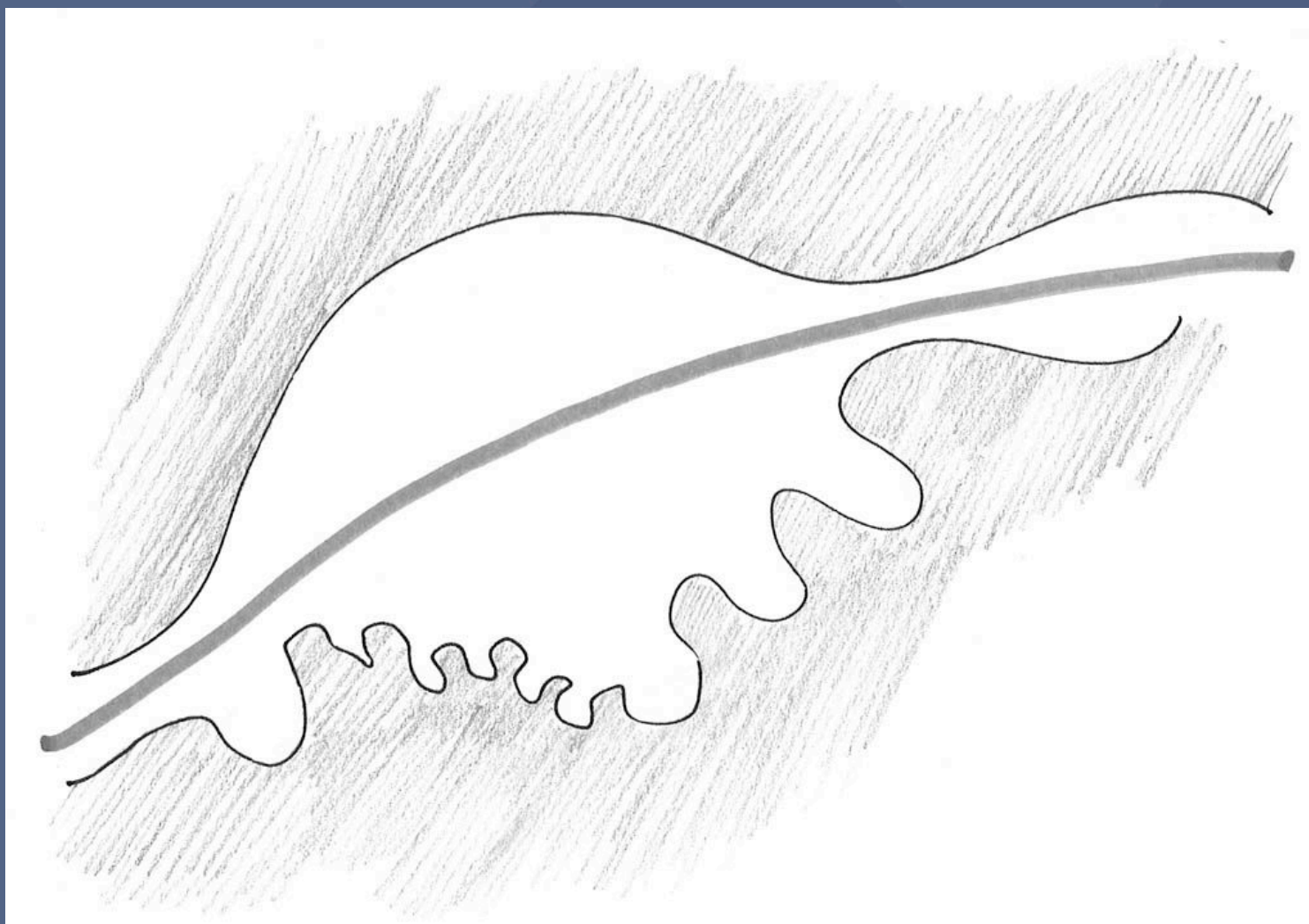
Scale



Threshold



Line



Diversity



Recap

Space and spatial sequence

Shape

Scale

Threshold

Line

Diversity

Unity

Space

What do spaces do?

- Confine, restrict / expand, open out
- Allow access
- Provide, reveal, or even frame views
- Create security...or not
- Add interest
- Contrast with woodland edge/mass

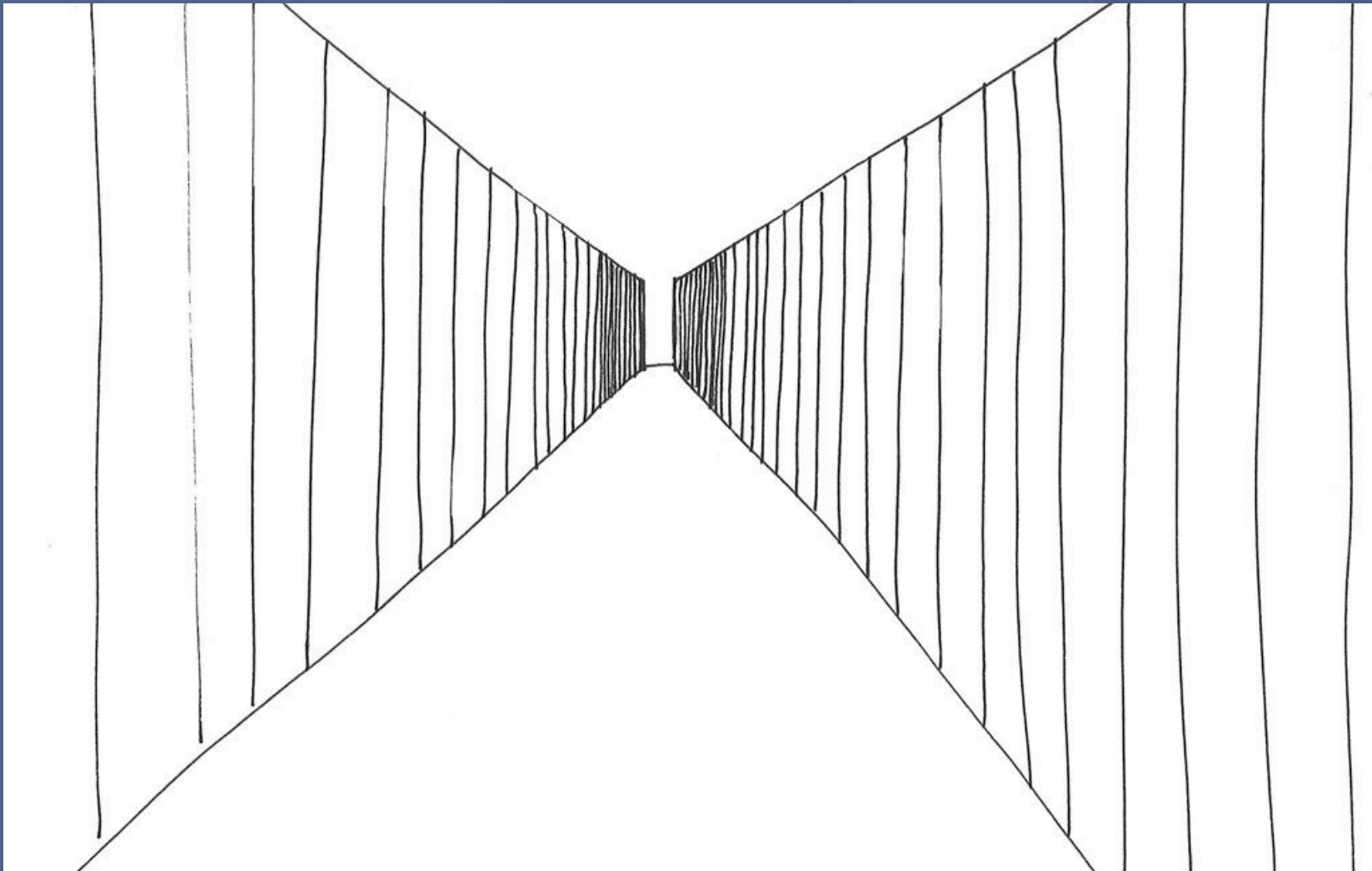
Exercise 3

Exploring spaces

Please consider the following slides of a variety of spaces, making brief notes on each:

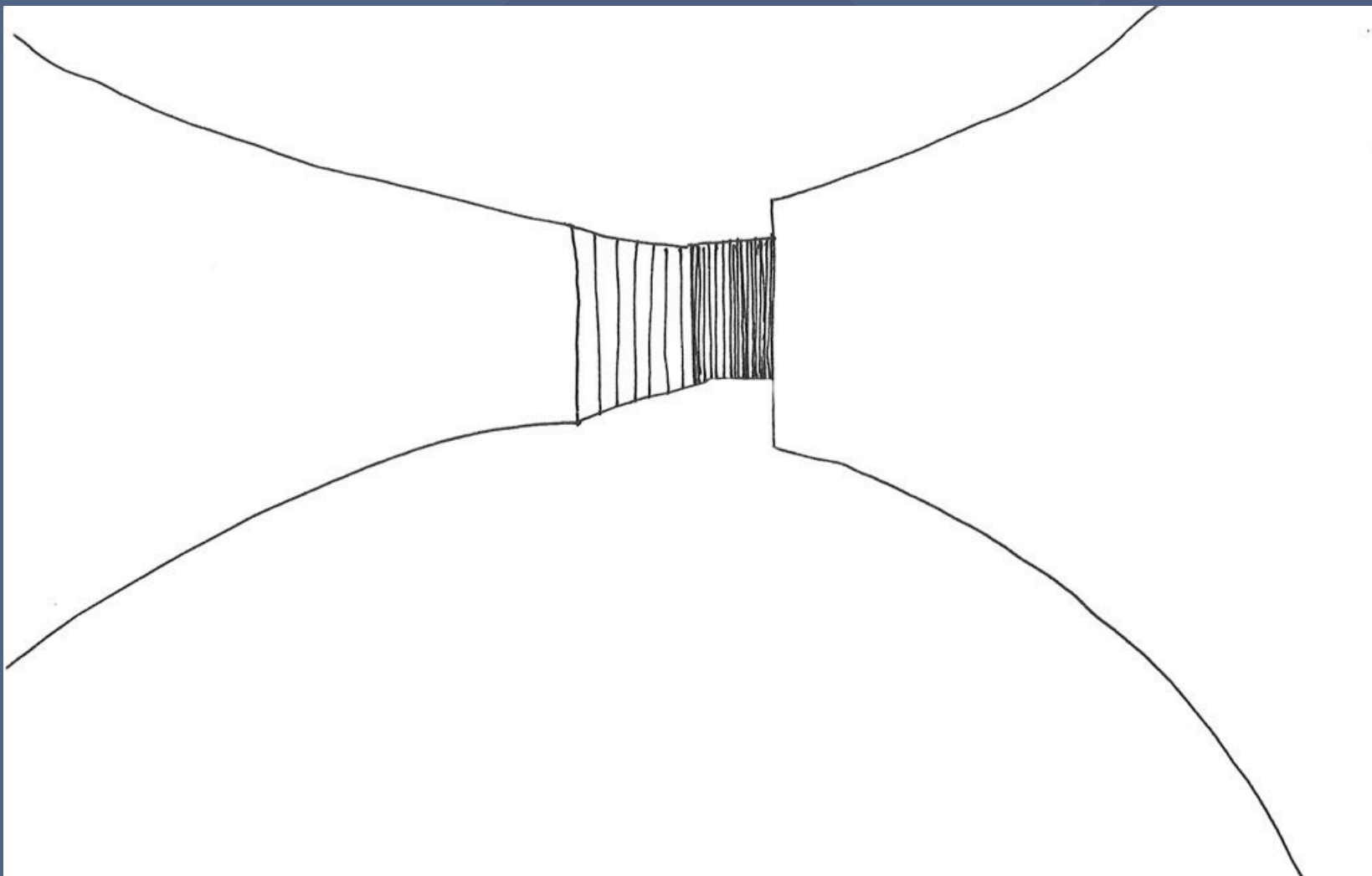
Exercise 3

Exploring spaces



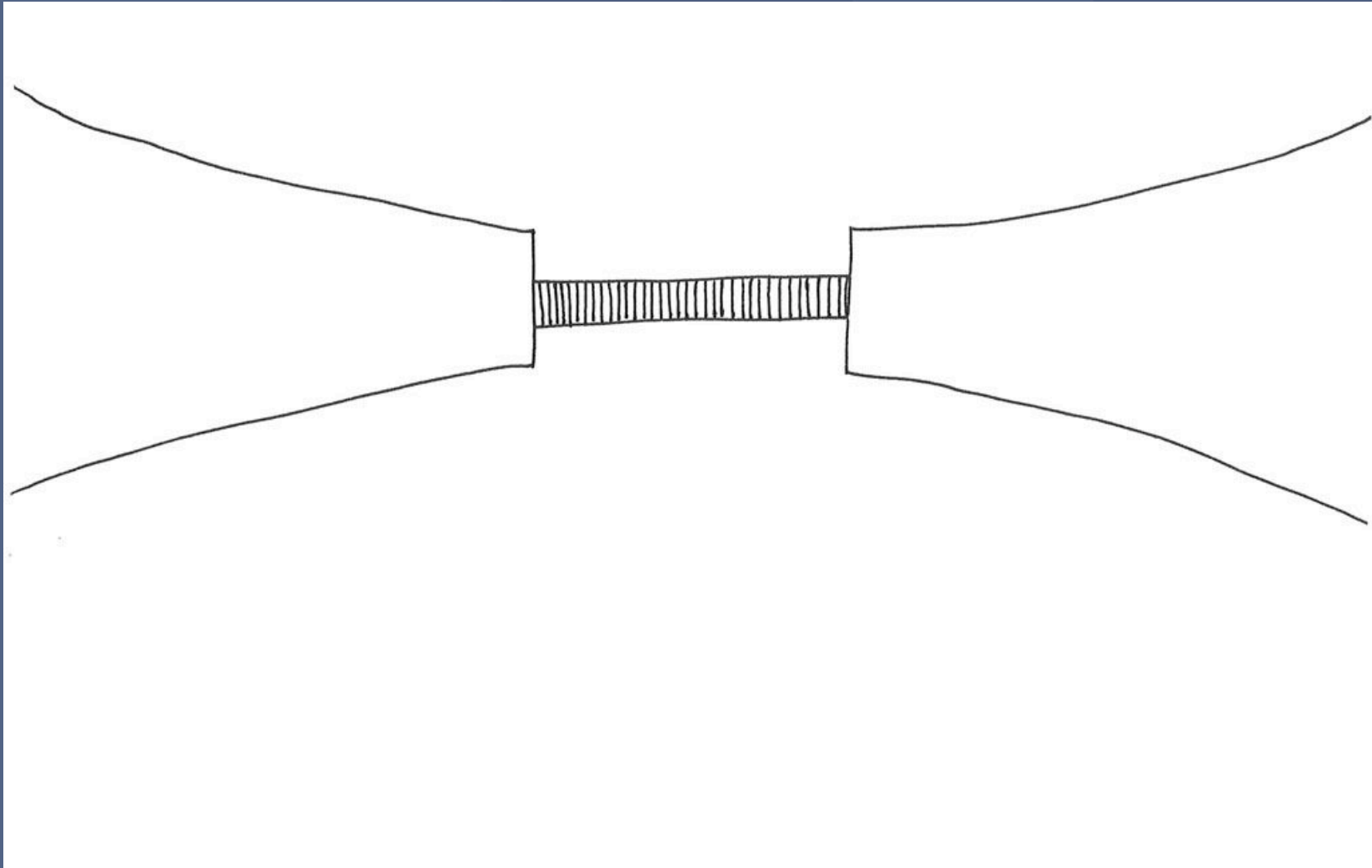
Exercise 3

Exploring spaces



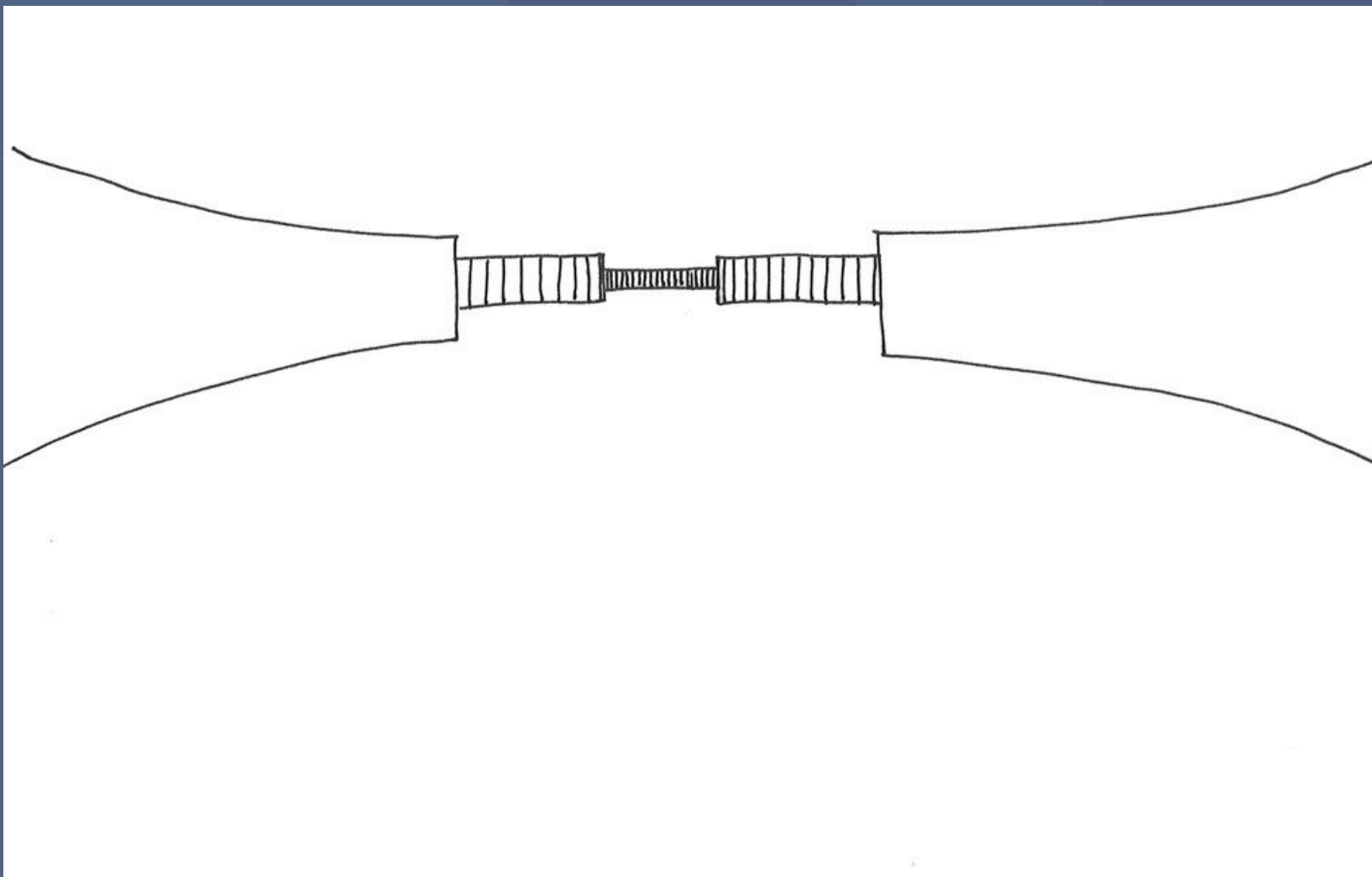
Exercise 3

Exploring spaces



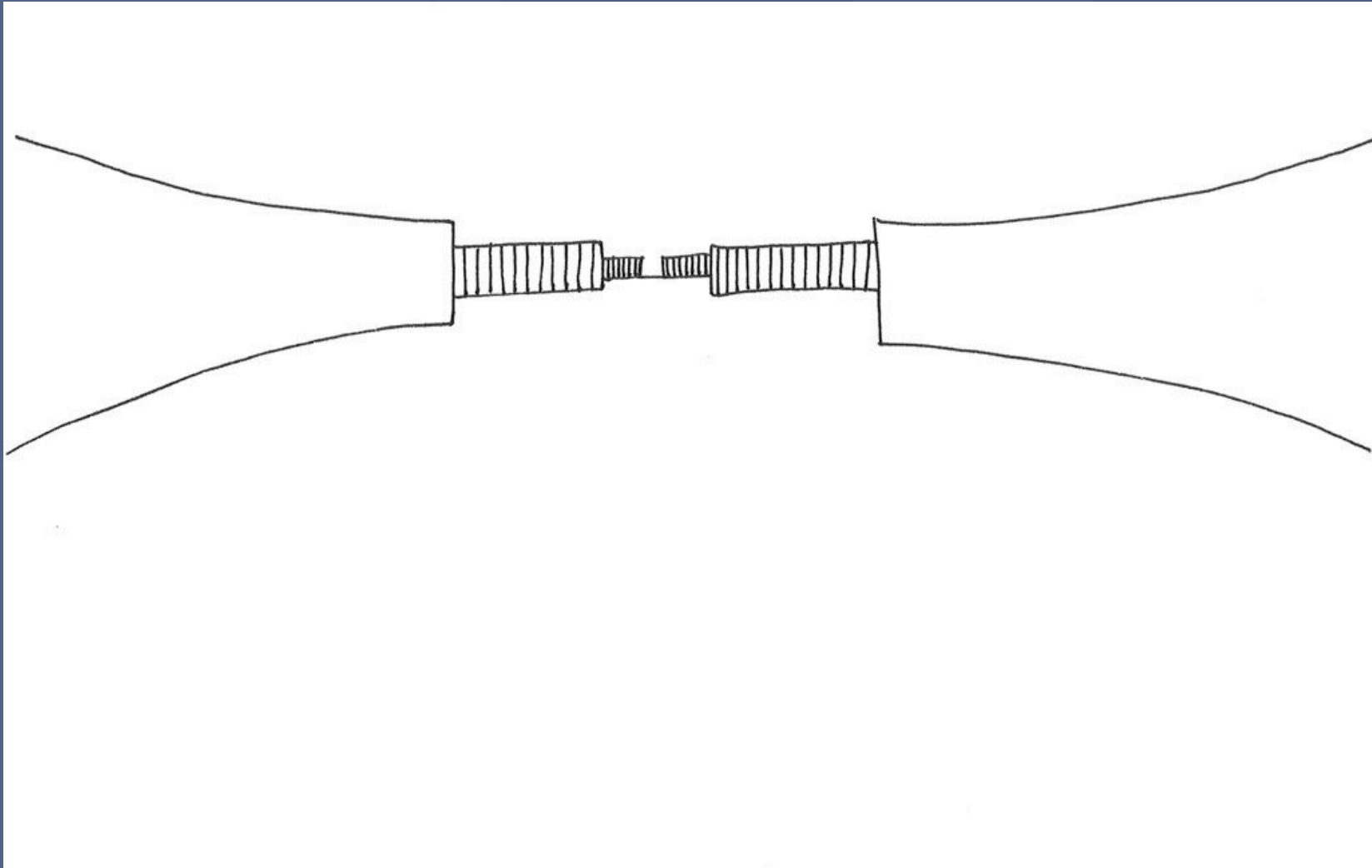
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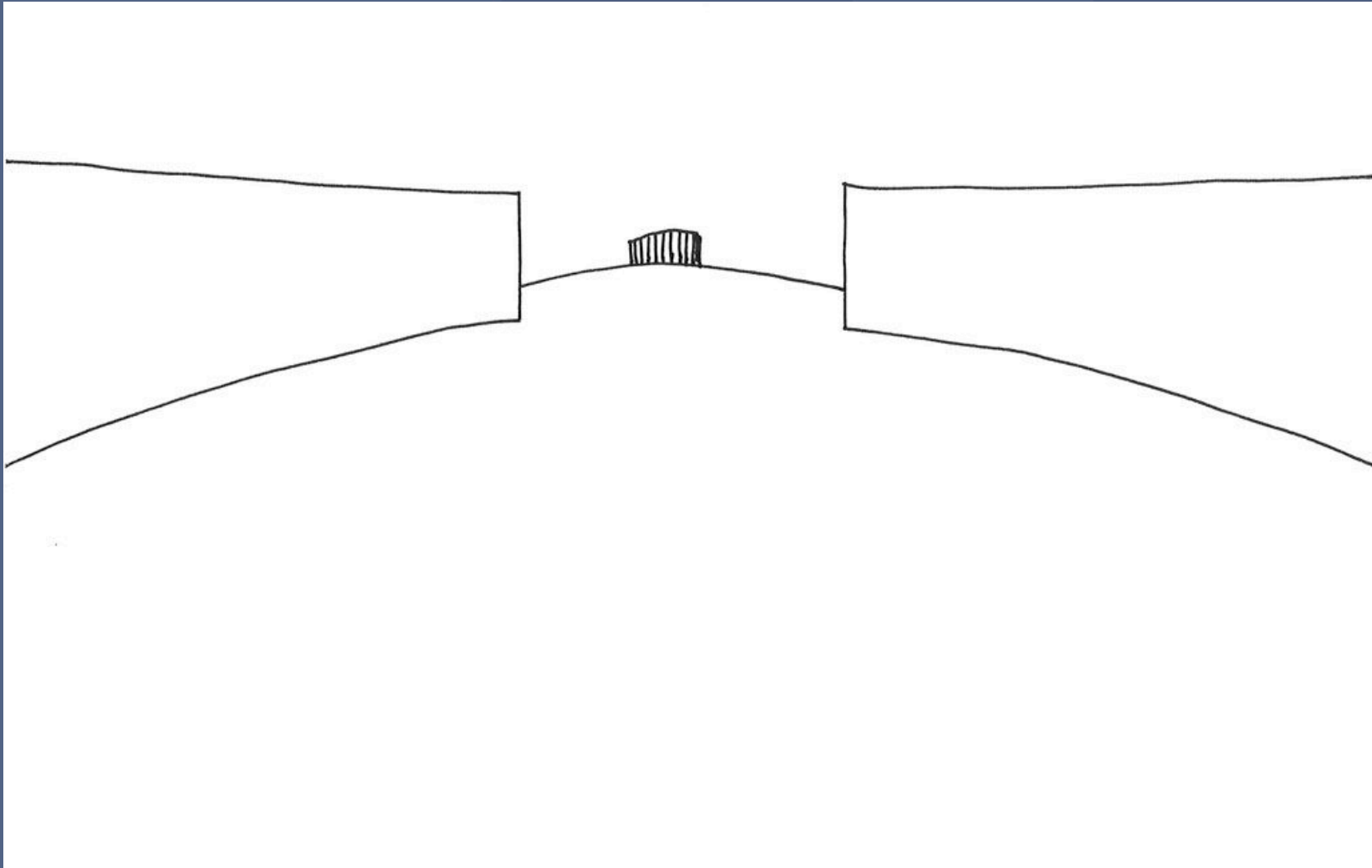


Exercise 3

Exploring spaces

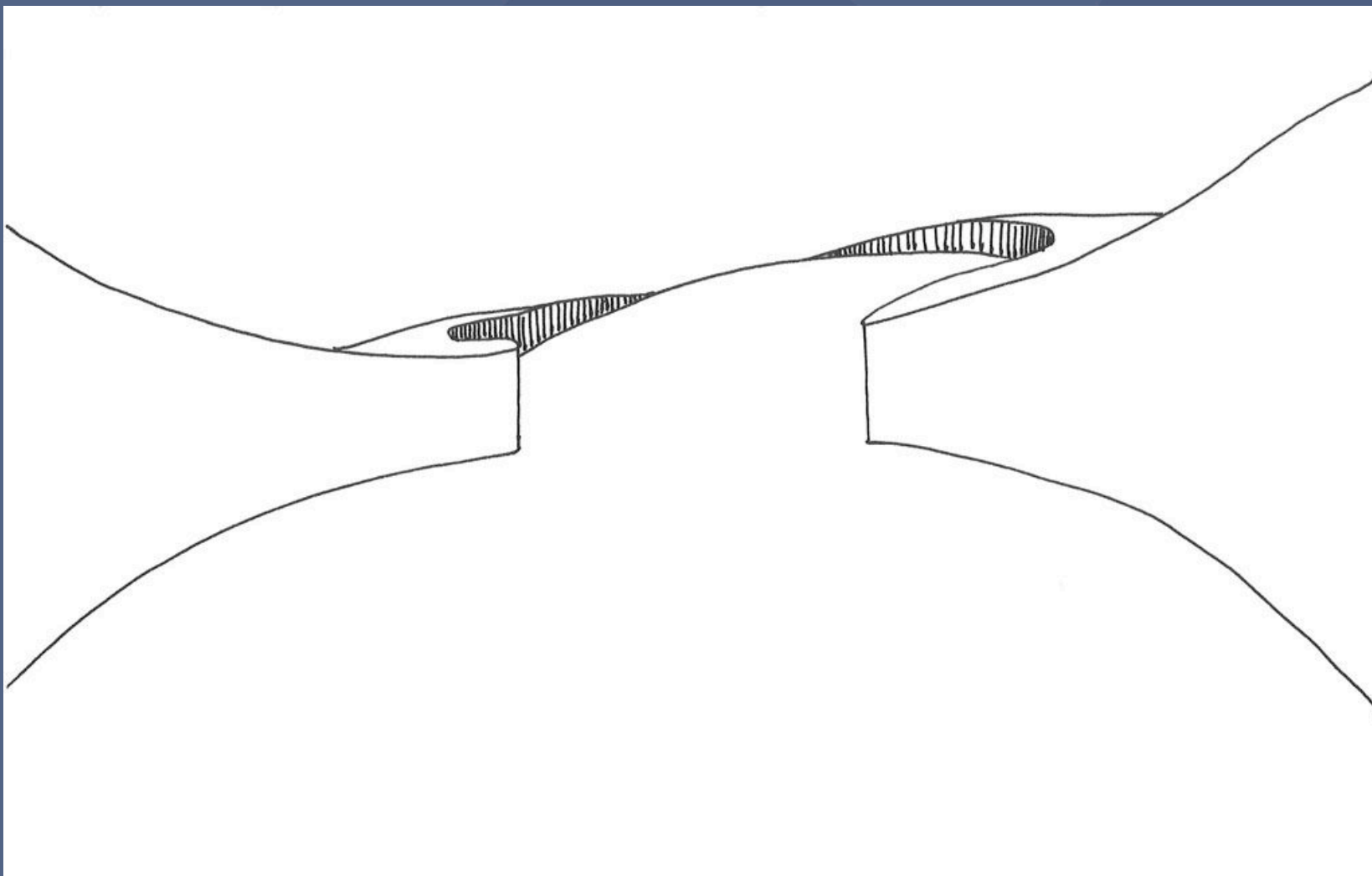


Exploring spaces



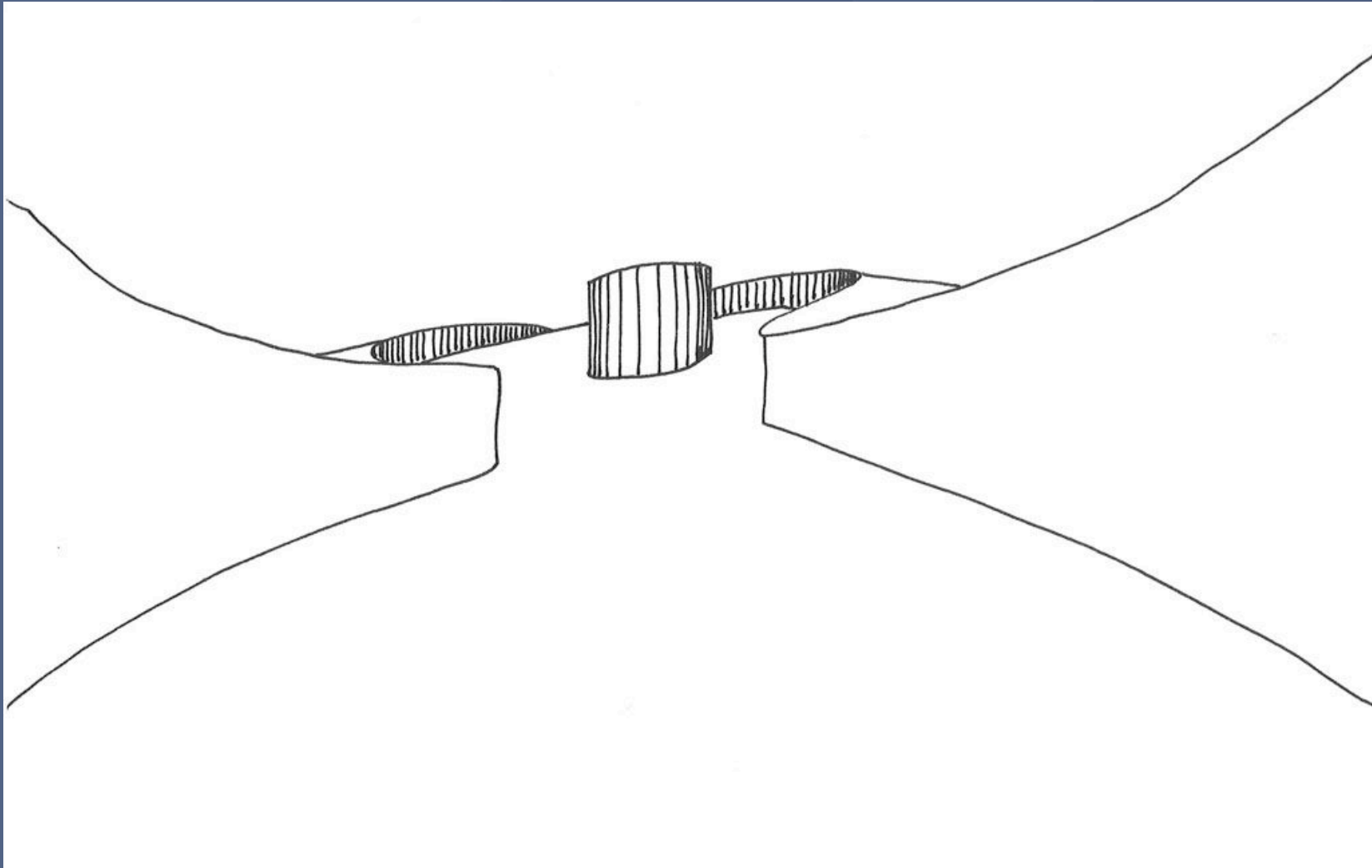
Exercise 3

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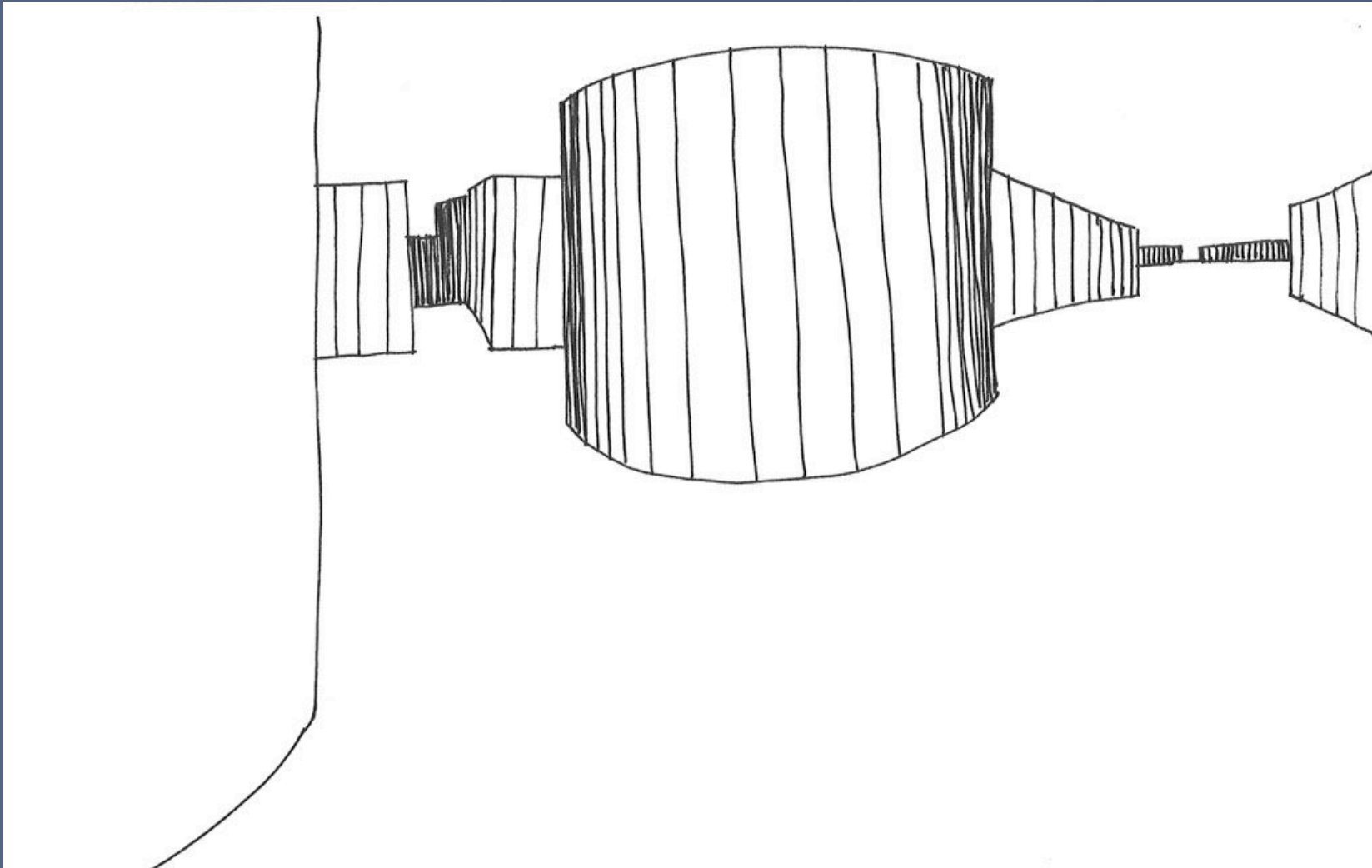
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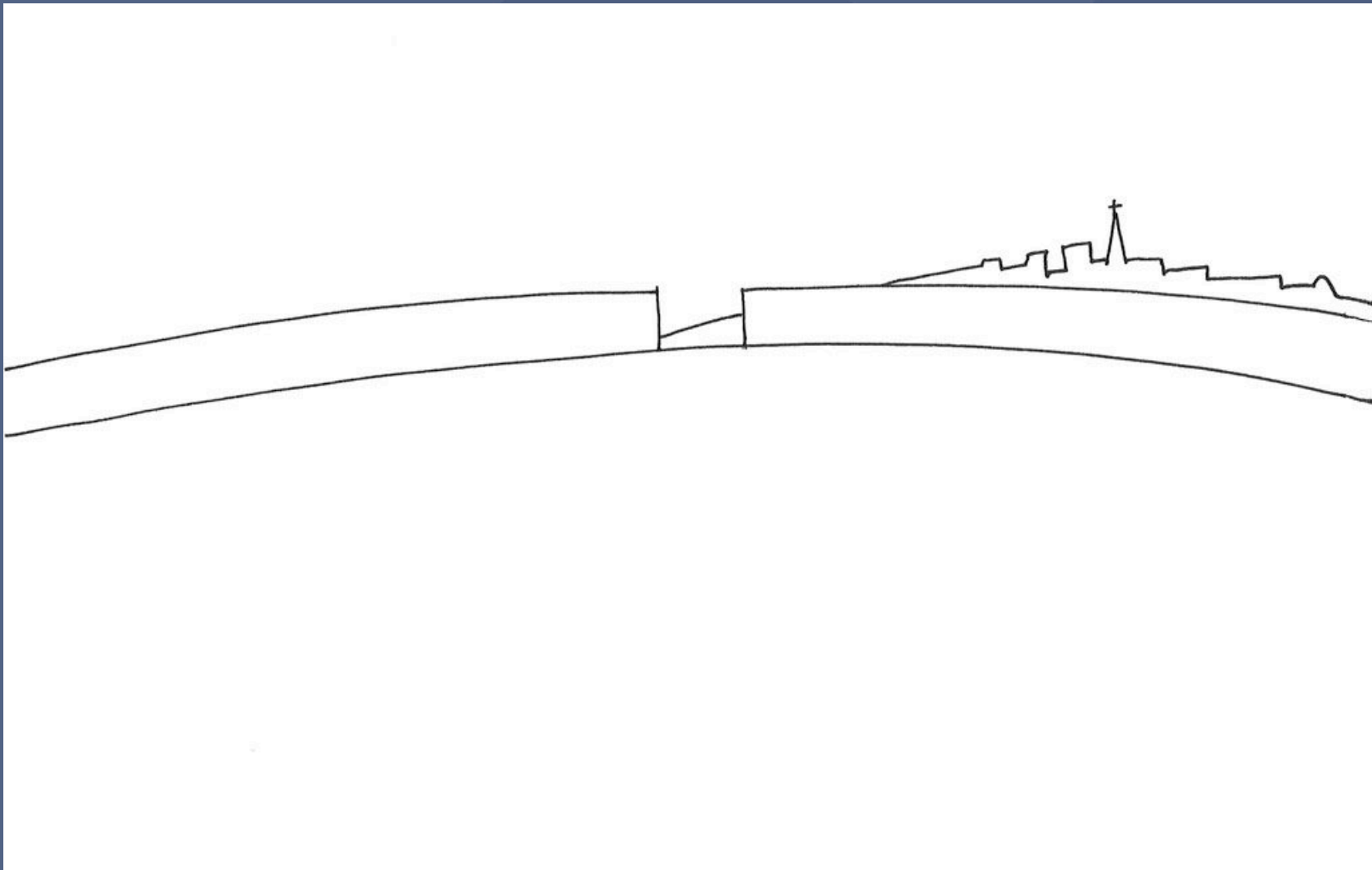


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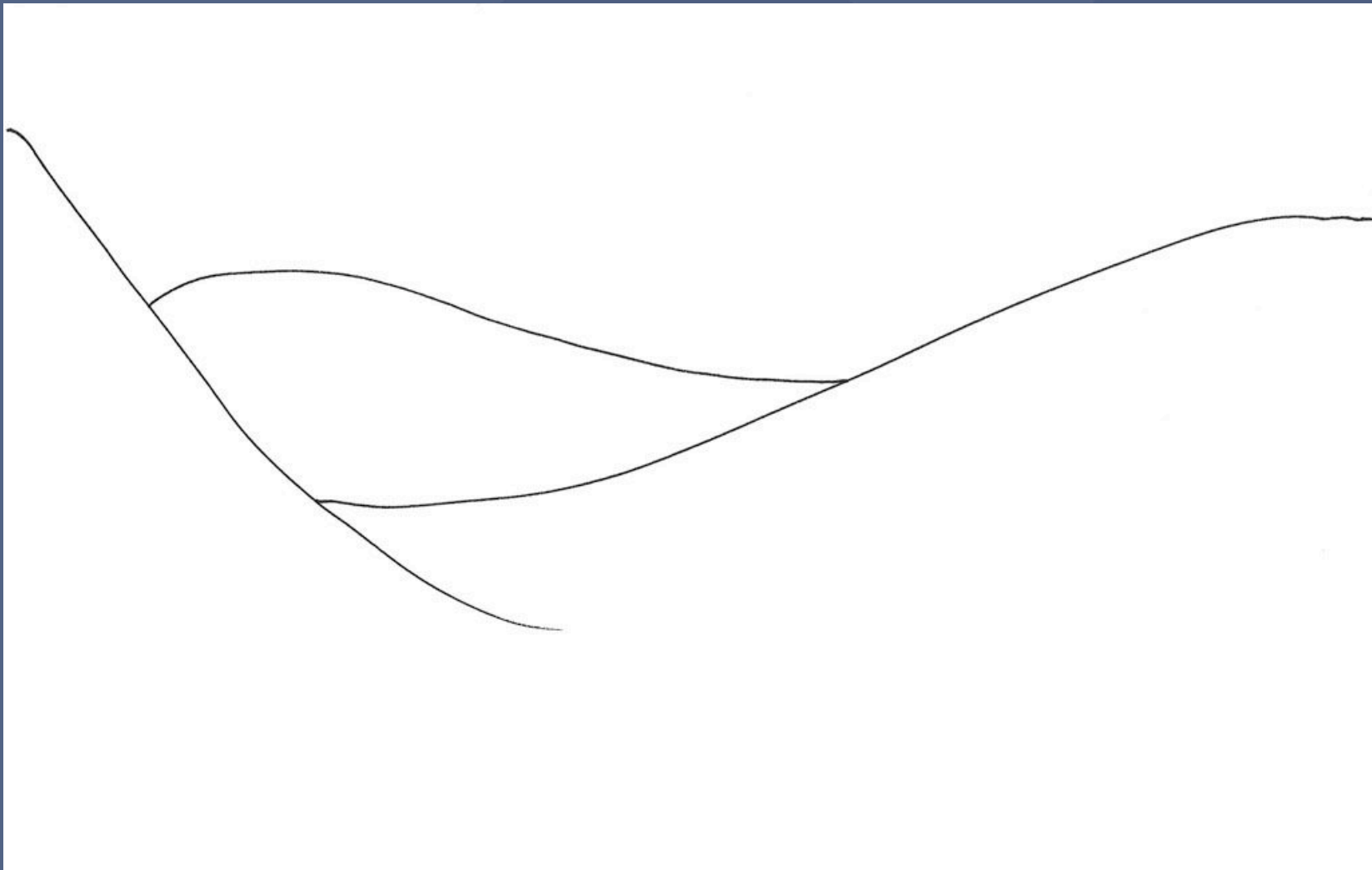
Exploring spaces



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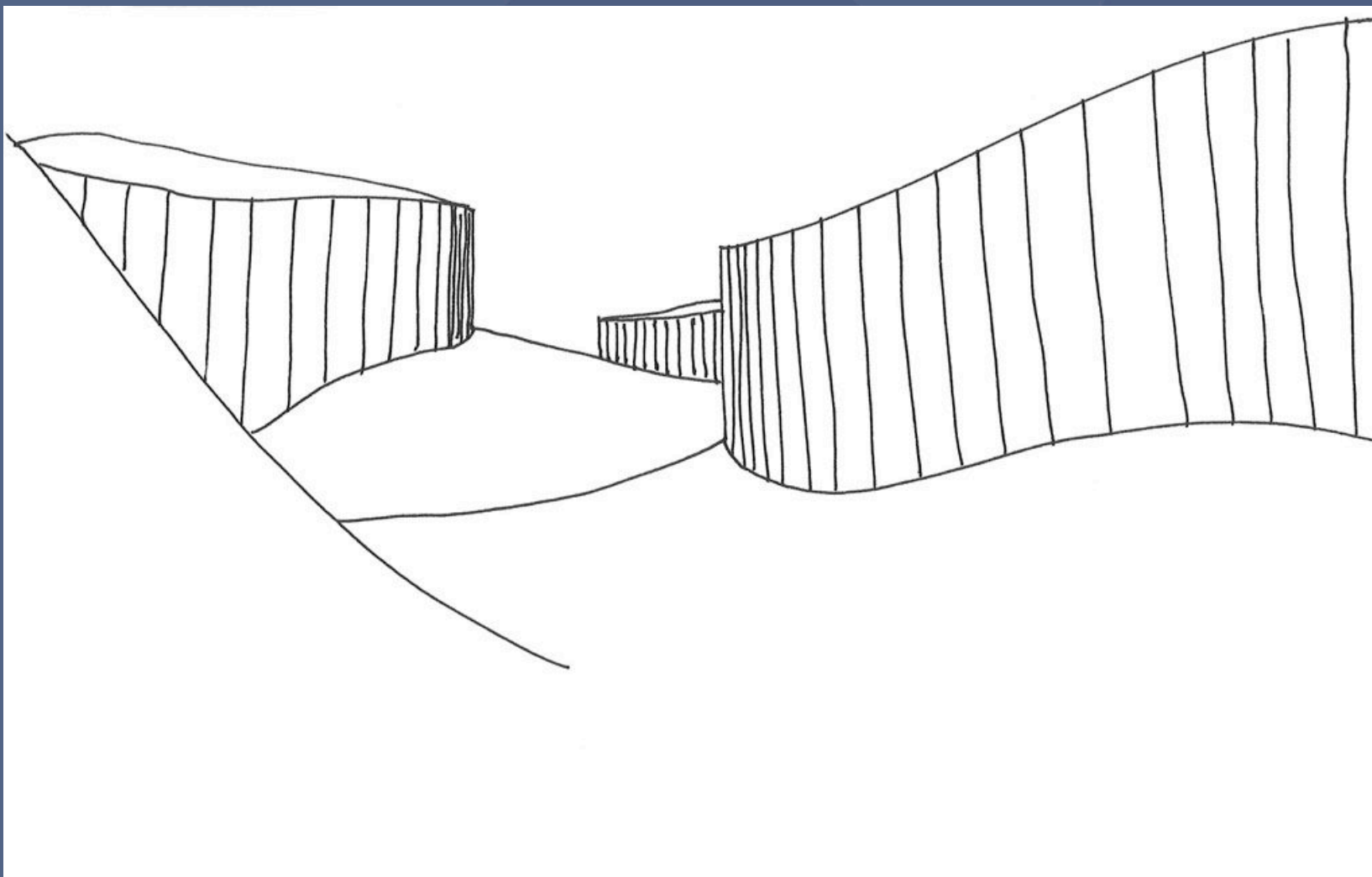


Exploring spaces



Exercise 3

Exploring spaces



Exercise 4

Exploring spatial sequence – Blocks in a box

Space is experienced as a sequence - we move from one space to another.

Spaces can create atmospheres or feelings;
anticipation, trepidation, openness, seclusion.

The blocks were used to experiment with creating sequences of spaces in response to a list of words in the brief.

Exercise 4

Feedback

- Space is experienced as the gap or void between
- Moving from one space to another will influence the experience of both spaces
- One can reinforce contrast, create surprise or anticipation – manipulating the experience
- Space can be well defined, by solid boundaries, or loosely defined by more porous edges

The next slideshow entitled 'Design 2' looks at further design principles.