



THE S.P.A.C.E.

| ST. PETERSBURG ARTS CENTRIC EXPERIENCE |

| AN INTERACTIVE LEARNING ENVIRONMENT & SAFE SPACE FOR THE CHILDREN OF ST. PETE |

SUMMER BRAY | CAPSTONE | FALL 2019 | WINTER 2020

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INTRODUCTION



LEARNING ENVIRONMENTS FOR DISADVANTAGED YOUTH ARE IMPROVED WITH INTERIOR DESIGN THAT FOSTERS CREATIVE SELF-EXPRESSION.

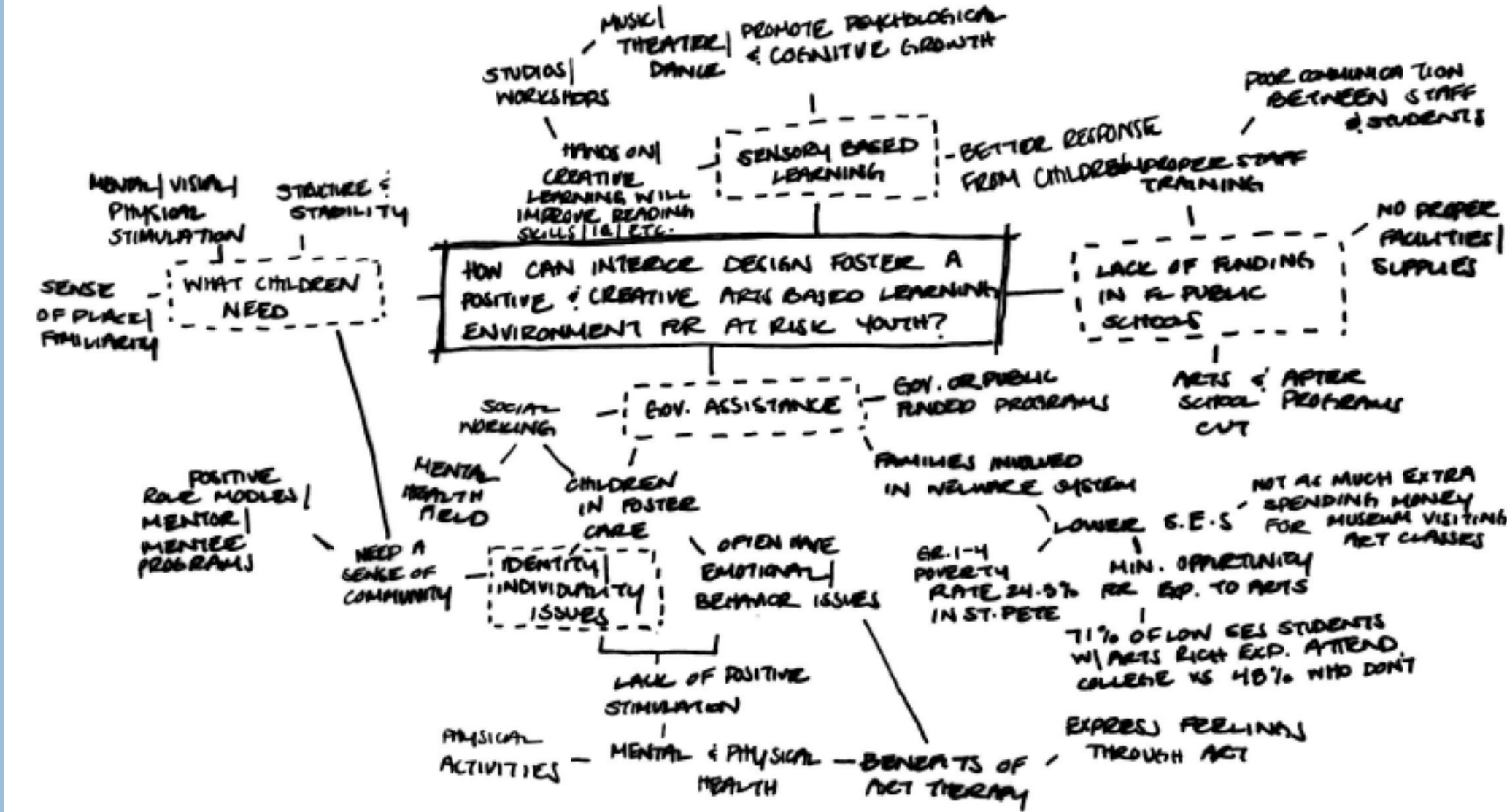
PHASE I

- PART 1 | INTRODUCTION
- PART 2 | RESEARCH & LITERATURE REVIEW
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HOW DOES ART SHAPE YOUNG MINDS?

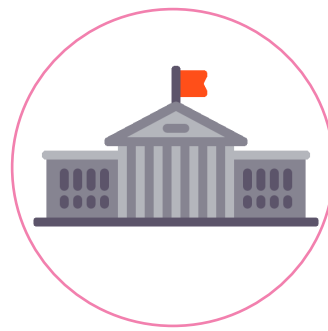
- 1 HOW CAN INTERIOR DESIGN FOSTER A POSITIVE & CREATIVE LEARNING ENVIRONMENT FOR UNDERPRIVILEGED YOUTH?
- 2 HOW CAN EXPOSURE TO ARTS EDUCATION HELP TO IMPROVE OTHER EDUCATIONAL ASPECTS OF PINELLAS COUNTY PUBLIC SCHOOLS?
- 3 HOW CAN THE PRACTICE OF FINE ART HELP CHILDREN WITH BEHAVIORAL OR EMOTIONAL ISSUES?
- 4 HOW DOES MUSEUM VISITATION AT A YOUNG AGE EFFECT CHILDREN LATER IN LIFE?
- 5 HOW CAN INTERIOR DESIGN FACILITATE A BOND BETWEEN A CITY, LOCAL ARTISTS & THE PUBLIC?
- 6 HOW CAN A COMMUNITY THEATER CREATE A SENSE OF BELONGING FOR INNER CITY CHILDREN?

INITIAL MIND MAPPING | RESEARCH QUESTIONS

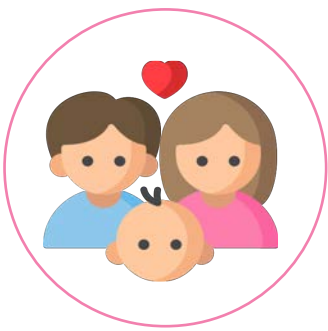


KEY ISSUES | CAUSES

INEFFICIENCY OF THE
PINELLAS COUNTY
SCHOOL SYSTEM



CHILD WELLBEING IN
PINELLAS COUNTY



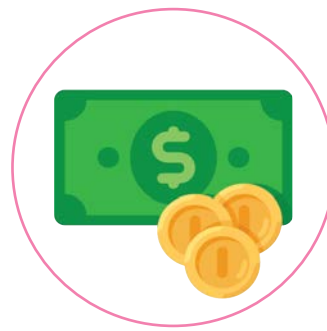
LACK OF FUNDING IN ST. PETERSBURG
PUBLIC SCHOOLS



OPPORTUNITY &
ACHIEVEMENT GAPS



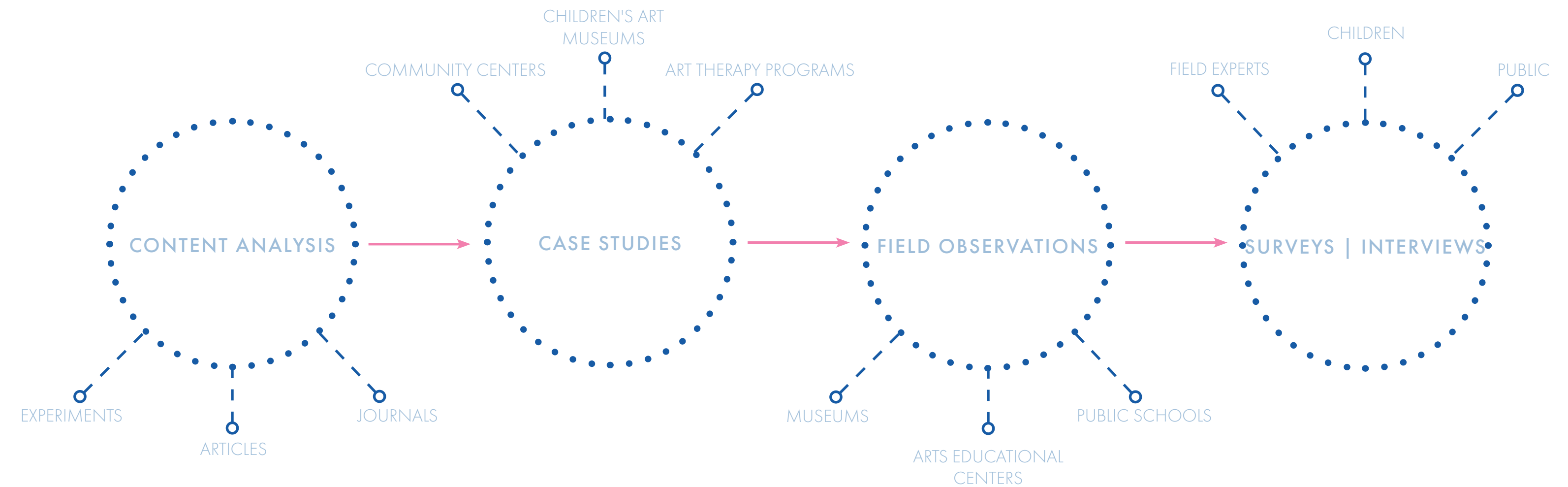
POVERTY RATES IN
PINELLAS COUNTY



DECREASE OF ARTS
PARTICIPATION IN THE
US



RESEARCH METHODS | DATA COLLECTION



LITERATURE REVIEW | KEY ARTICLES



FAILURE FACTORIES

This Article Talks About The Downfall Of Five Pinellas County Public Schools And How They Are Way Underfunded And Kid's Test Scores Are Rapidly Decreasing. This Is Evidence That Will Support My Argument In Why I Need To Construct A Positive Learning Environment That The Kids In This Lower Income Area Can Have Access To Properly Funded Classes.

Standardized Testing: 8/10 Children Fail Reading, 9/10 Fail Math
57/ 67 School Districts In Florida Recorded Better Reading Scores- Putting Pinellas Among The Poorest, Most Rural Counties In The State
Melrose Is The Worst Elementary School In Florida. Fairmount Park #2, Maximo #10, Lakewood #12, Campbell Park #15
1930S - City Leaders Drew Up Plans For A "Colored Zone" On The City's South Side And Made It Impossible, Through Permitting And Housing Discrimination, For Blacks To Live Or Own Businesses Outside Its Borders.
1970S - City And County Leaders Routed Interstate 275 Through The Heart Of St. Petersburg's Black Community, Splitting Whole Blocks, Forcing Families To Move Farther South, Where The County's Most Segregated Schools Are Today
2007 - "Neighborhood Schools" De-Facto Segregation
In 2014, 52% Instructors Requested Transfers Out
Maximo Got About \$5,600 Per Pupil In State And Local Tax Dollars, Compared To An Average \$6,300 That Other Elementary Schools In The County Got

THE 2017 SURVEY OF PUBLIC PARTICIPATION IN THE ARTS

This Website Gives Great Statistics And Trends On Art Museum Visitation Rates, According To The Survey Of Public Participation In The Arts. The Rate Of Museum Visitation Has Declined Since The 2000S
The Numbers Are Based On A 2017 Conducted By The Nea's Office Of Research & Analysis And The U.S.. Census Bureau
2016: 14% Percent Of Eighth Graders Had Visited An Art Museum, Gallery, Or Exhibit With Their Class In The Previous Year
From 1982 To 2012 Rates Fell 17%
Students Were More Likely To Have Visited An Art Museum Or Exhibit On Their Own Than With Their Class
34% Of All Private School Students Had Visited An Art Museum Or Exhibit On Their Own, Compared To 25% Of Public-School Students
Students Eligible For The Free And Reduced-Cost Lunch Program Were Less Likely To Have Visited Than Those Who Were Not In The Program
30% Of Students From Families In Which At Least One Parent Had Graduated From College Reported Visiting An Art Museum Or Gallery
21% For Students Whose Parents' Formal Education Concluded With A High School Diploma

HOW TO CLOSE THE ACHIEVEMENT GAP: ARTS EDUCATION

This Article Talks About How Increasing Art Education In Schools Could Potentially Close The Achievement Gap Between Students That Come From Lower Income Backgrounds Versus Higher Income Backgrounds. The Article Refers To A Report From The National Endowment For The Arts Indicating That "...A Student From A Low-Socioeconomic (Ses) Background With A High-Arts Educational Experience Significantly Outperformed Peers From A Low-Arts, Low-Ses Background, Closing (And In Some Cases Eliminating) The Gap That Often Appears Between Low-Ses Students And Their More Advantaged Peers."

71% Of High-Arts, Low-Ses Students Attended College After High School, 48% Of Low-Arts, Low-Ses Students Attended College After High School. 18% Of High-Arts, Low-Ses Students Who Started College Achieved A Bachelor's Degree And 24% An Associates Degree, 6% Of Low-Arts, Low-Ses Students Who Started College Achieved A Bachelor's Degree And 10% An Associates Degree
78% Of High-Arts, Low-Ses Students Registered To Vote 67% Low-Arts, Low-Ses Students Registered To Vote
4% Of High-Arts, Low-Ses Students Did Not Graduate From High School, 22% Of Low-Arts, Low-Ses Students
Stats On Elementary Schools With Dedicated Spaces & Equipment For Visual Arts: 59% Of High-Poverty Schools, 76% Of Low-Poverty Schools

THE EFFECT OF INFORMAL LEARNING ENVIRONMENTS DURING KINDERGARTEN ON ACADEMIC ACHIEVEMENT DURING ELEMENTARY SCHOOL.

Swan Writes About The Correlation Between Going To Museums At A Young Age And Higher Achievement Rates In Subjects Such As Math, Reading, And Science. Analysis Is Based On Data From The Early Childhood Longitudinal Study.
The Blog She Wrote About The Paper Included Two Great Graphs Correlating Academic Achievement To Museum Visitation; Examining The Influence Of Children's Museum Visitation In Kindergarten On Third Grade Academic Achievement.
She Found That "Children Who Visited A Museum During Kindergarten Had Higher Achievement Scores In Reading, Mathematics, And Science Than Children Who Did Not" But Also That "Children Living In Households Of Low Ses, Characterized By Low Levels Of Income And Parental Education, Are Less Likely To Go To Museums Than Their More Affluent Peers."

CHILDREN'S MUSEUM EXPERIENCES: IDENTIFYING POWERFUL MEDIATORS OF LEARNING

A Study Done About A Three-Year Long Research Project Conducted By A The Out Museums Collaborative That Focused On Children's Museum Experiences. There Were Several Findings That Museum-Based Exhibits That Displayed Familiar Socio-Cultural Context Of The Child's Life, Such As Play And Story, Had The Greatest Impact And Meaning, As Compared To Other Exhibits
Large-Scale Or Kinesthetic Exhibits, What I Would Like To Focus On For My Project, Were Most Memorable To The Children
Outdoor Large-Scale Climbable Sculptures Had High Impact On Children-Associated The Experience With Everyday Play On Jungle Gyms/ Playgrounds "... Such Experiences Are A Readily Identifiable Aspect Of Their Everyday Culture..."
"...Museum Experiences That Are In Some Way Connected With Familiar Socio-Cultural Episodes Appear To Be Powerful Mediators Of Museum-Based Learning." Experiences Associated With 'Story-Telling' Were Highly Recalled In Great Detail By The Children- Can Find A Sense Of Familiarity In The Art Of Story, Call It 'Power Of Story'

EMPOWERING STUDENTS THROUGH CREATIVITY: ART THERAPY IN MIAMI-DADE COUNTY PUBLIC SCHOOLS, ART THERAPY

This Article Goes In Depth About The Miami Dade Clinical Art Therapy Department, How They've Grown Over The Years And Then Benefits Of The Art Therapy Programs Implemented In Miami Dade County Public Schools. The Program Greatly Positively Effected The Kids Involved Who Dealt With Emotional And Behavior Issues. It's Been Used As A Tool For Dropout Prevention, And The Children Involved Have Had Lowered Stress Levels And Have Shown Higher Test Scores On Standardized Tests Like The Fcat.
It Is Beneficial To See A Program Implemented In A Florida Public School That Works, And See That It Really Can Help Disadvantaged Kids. The Program Encompassed A Lot Of What I Would Like To Incorporate Into My Project, The Use Of Art To As A Means Of Self-Expression And As A Stress Reliever For Young Children, As Well As Its Community Involvement.

LONGITUDINAL EFFECTS OF GROUP MUSIC INSTRUCTION ON LITERACY SKILLS IN LOW-INCOME CHILDREN

This Music Program Study- Led To Improvements In Nonverbal Iq, Numeracy & Special Cognition, And Showed Improved Literacy Skills In Children With Lower Ses.
Children From Lower Socio-Economic Backgrounds Tend To Fall Behind In Comparison To Their Peers With Higher Ses, But Music Training Has Been Shown To Improve Learning And Language Skills. The Results Of This Study Showed That Music Classes After A One-Year Period Were Able To Help Kids With A Lower Ses Stay On Track With Where They Needed To Perform Academically And Improve Literacy Skills.
Reading This Study Made Me Think More About Incorporating Music/ Musical Theater Programming Into My Project.

LACK OF FUNDING IN ST. PETERSBURG PUBLIC SCHOOLS

\$5,600 vs
\$6,300

AVERAGE AMOUNT RECEIVED PER PUPIL IN P.C. WORST SCHOOL COMPARED TO OTHER P.C. SCHOOLS

59%

OF HIGH-POVERTY SCHOOLS

76%

OF LOW-POVERTY SCHOOLS

DEDICATED SPACES & EQUIPMENT FOR VISUAL ARTS

INEFFICIENCY OF THE PINELLAS COUNTY SCHOOL SYSTEM

52%

OF INSTRUCTORS REQUESTED TRANSFERS OUT IN 2014

7 vs 13

YEARS OF TEACHING EXPERIENCE

4

SUPERINTENDENTS IN FIVE YEARS

1,650 /
1,664

FLORIDA ELEMENTARY SCHOOLS PASSED READING AT HIGHER RATES THAN P.C. 5 MOST SEGREGATED SCHOOLS

POVERTY RATES IN PINELLAS COUNTY

15.9%

OVERALL POVERTY RATE, WHICH MEANS 1 IN EVERY 6.3 RESIDENTS LIVE IN POVERTY

24.2%

POVERTY RATE OF CHILDREN AGES SIX TO ELEVEN

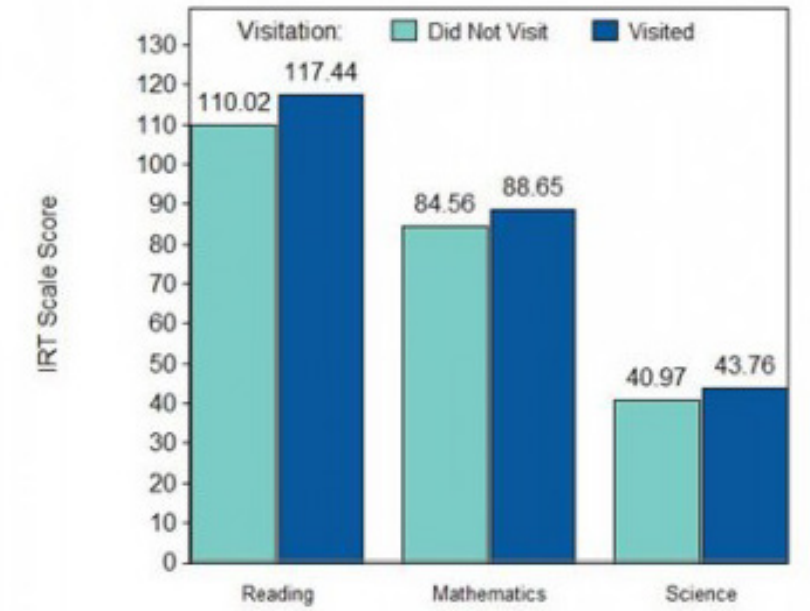
30.2%

POVERTY RATE OF CHILDREN UNDER AGE SIX

OPPORTUNITIES & ACHIEVEMENT GAP BETWEEN STUDENTS

Students That Come From Lower Income Families Are Less Likely To Have Access To Arts Education Than Their Higher-Income Peers

Academic Achievement in 3rd Grade by Museum Visitation at Kindergarten Matched Group (Stratum 1: low income, at-risk)



Data Source: Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, National Center for Education Statistics

CHILD WELLBEING IN PINELLAS COUNTY

884

COMBINED CHILD ABUSE AND SEXUAL VIOLENCE CASES IN 2017, AGES FIVE TO ELEVEN

745

STUDENTS, GRADES K-12, IN PINELLAS THAT WERE DIAGNOSED WITH EMOTIONAL | BEHAVIORAL DISABILITIES

295

CHILDREN AGES FIVE TO ELEVEN OUT OF EVERY 100,000 PEOPLE ARE PART OF THE FOSTER CARE SYSTEM

BENEFITS TO HIGH ARTS EDUCATION

71%

OF HIGH-ARTS EDUCATION, LOW SOCIO-ECONOMIC STATUS STUDENTS ATTENDED A UNIVERSITY OR COLLEGE AFTER HIGH SCHOOL GRADUATION

18%

RECEIVED A BACHELORS DEGREE

24%

RECEIVED AN ASSOCIATES DEGREE

48%

OF LOW-ARTS EDUCATION, LOW SOCIO-ECONOMIC STATUS STUDENTS ATTENDED A UNIVERSITY OR COLLEGE AFTER HIGH SCHOOL GRADUATION

6%

RECEIVED A BACHELORS DEGREE

10%

RECEIVED AN ASSOCIATES DEGREE

DECREASE OF ARTS PARTICIPATION IN THE US

MUSEUM VISITATION RATES OF STUDENTS & ADULTS

34%

OF PRIVATE SCHOOL STUDENTS HAD VISITED AN ART MUSEUM OR EXHIBIT ON THEIR OWN

25%

OF PUBLIC SCHOOL STUDENTS HAD VISITED AN ART MUSEUM OR EXHIBIT ON THEIR OWN

14%

OF EIGHTH GRADERS IN 2016 HAD VISITED AN ART MUSEUM, GALLERY, OR EXHIBIT WITH THEIR CLASS IN THE PREVIOUS YEAR

30%

OF STUDENTS FROM FAMILIES IN WHICH AT LEAST ONE PARENT HAD GRADUATED FROM COLLEGE REPORTED VISITING AN ART MUSEUM OR GALLERY

21%

OF STUDENTS WHOSE PARENTS' FORMAL EDUCATION CONCLUDED WITH A HIGH SCHOOL DIPLOMA REPORTED VISITING AN ART MUSEUM OR GALLERY

Students Eligible For The Free And Reduced-Cost Lunch Program Were Less Likely To Have Visited Than Those Whose Higher Family Income Rendered Them Ineligible For The Program.

Museum visitation rates have dropped since the 2000s
In 2017 only 23% of US adults visited a museum or gallery
In 2017 only 26% adults attended a musical or non-musical play

Statistics Pulled From The 2017 Survey Of Public Participation In The Arts



SOLUTION | ST. PETERSBURG CHILDREN'S MUSEUM & EDUCATIONAL CENTER

For my senior capstone project, I am proposing to design an interactive children's museum located in St. Petersburg, Florida that will be geared towards educating elementary aged children in museum culture, and contemporary arts mediums; including fine art, dance, music and theater. This proposed space will cater to every individuals' needs to provide a healthy creative outlet, and nurture positive emotional connections. My goal through the creation of this project is to give disadvantaged children equal opportunity to be exposed to the arts world, for them to be able to reach their full potential, and provide a sense of individuality while giving them a family outside of home.

PROJECT PROPOSAL

NEED

St. Pete. Houses The Five Worst Ranked Public Elementary Schools & Has Some Of The Lowest Public Education Funding In Pinellas County, There Is Also A Large Number Of Disadvantaged Youth | Need For Free Art-Based Experiences For Children

INNOVATION

Free Educational Experience As Well As Safe Haven Inclusive Facility Incorporating Community, And Art Education, With Counseling

CLIENT

Juvenile Welfare Board of Pinellas County

PRIMARY PROGRAMMATIC CONSIDERATIONS

Galleries, Studios, Classrooms, Recreational Spaces, Outdoor Play Spaces, Flex Theater | Auditorium Space, Offices

USERS

Children, Parents, Educators, Artists

ISSUES THAT COULD AFFECT THE INTERIOR SPACE

Health Safety And Wellness, Accessibility, Color & Materiality Choice
Comprehensive Space Planning For Children
Catering Scale & Ergonomics To Children

POSSIBILITIES FOR RESEARCH

Content Analysis
Case Studies | Field Observations
Surveys | Interviews

BUILDING SPECIFICS

Open Space, Outdoor Access, Natural Light

SOLUTION | BENEFITS TO VISUAL & THEATRICAL ARTS

SYNERGY BETWEEN ARTS EDUCATION & SOCIAL | EMOTIONAL LEARNING

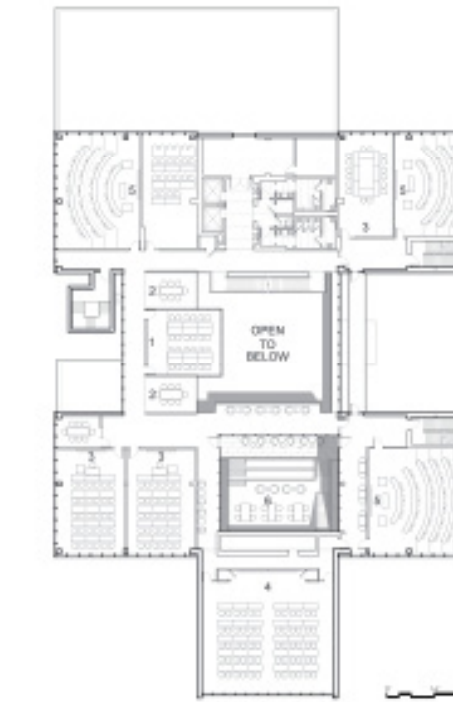
PROMOTE TEAM WORK AS WELL AS SELF DISCIPLINE

DEVELOP VISUAL & TEMPORAL PROCESSING

IMPROVE PHYSICAL COORDINATION

ENHANCE BRAIN DEVELOPMENT & IMPROVE MEMORY

PROJECT BUILDING | SITE

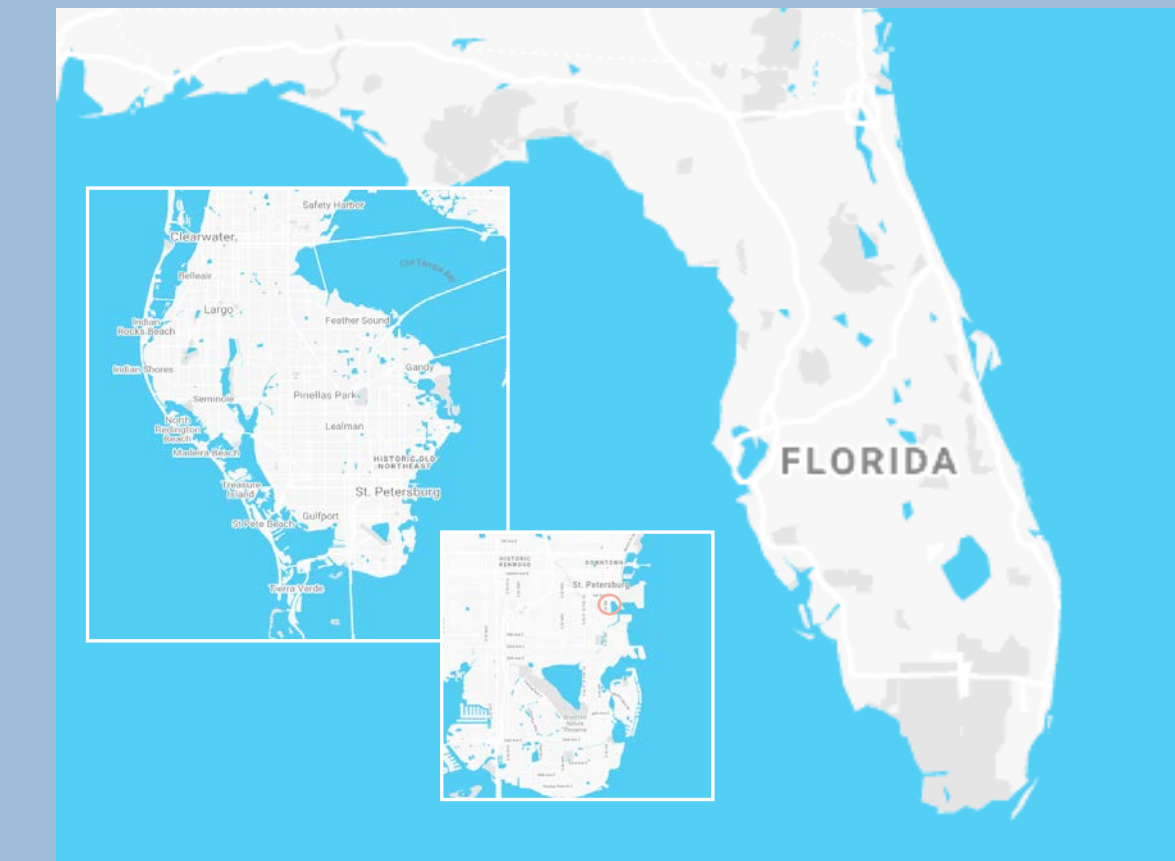


Location: 700 4th St S, St. Petersburg, FL 33701

Firm: ikon.5 architects

Year: 2017

Size: 68,800 Total SF



Located Between Downtown And Old Southeast St. Petersburg | A Safe Location While Still Being In The Vicinity Of Some Of The Lowest Rated Elementary Schools In Pinellas County
Near Many Child Friendly Locations | The Harbor, A Library, & A Park

TYOLOGY | HISTORY & TERMINOLOGY

Traditionally most museum design was inspired by classic temple architecture.

Now, museum design has greatly diversified, trying to reach larger audiences, and focusing more on accessibility. The design is centered on how to best showcase the works in the museum instead of focusing on the architectural design of the building itself.

Exhibition Design

Process Of Development Of Museum Displays, Interactive Exhibits And Educational Programming

Important Positions in Museum Design

- Curator
- Draftsperson
- Developer
- Educator
- Registrar
- Evaluator
- Fabricators
- Art Handler
- Museum Director

'Wunderkammern'

Cabinets Of Wonders, Assembled By Nobles, Wealthy Merchants & Scholars. Intended To Deepen People's Knowledge Through The Presentation Of Things.

'Made To Order Museum'

Museums Designed To Emulate European Approach

'White Cube Approach'

Minimalist Design Featuring White Walls & Empty Spaces, Giving Viewers A Pure Experience Of The Art Work.

Earliest Museum Objects Collections Displayed in Public Squares

17th Century

Wunderkammern Cabinets of Wonder

18th Century

Modern Museum A Secular Space for Public View

British Museum Embodies Ideals of the Enlightenment

1750

Newark Museum "Made to Order Museum"

1907

Museum of Modern Art "White Cube" Approach

1930s

HISTORY OF MUSEUMS

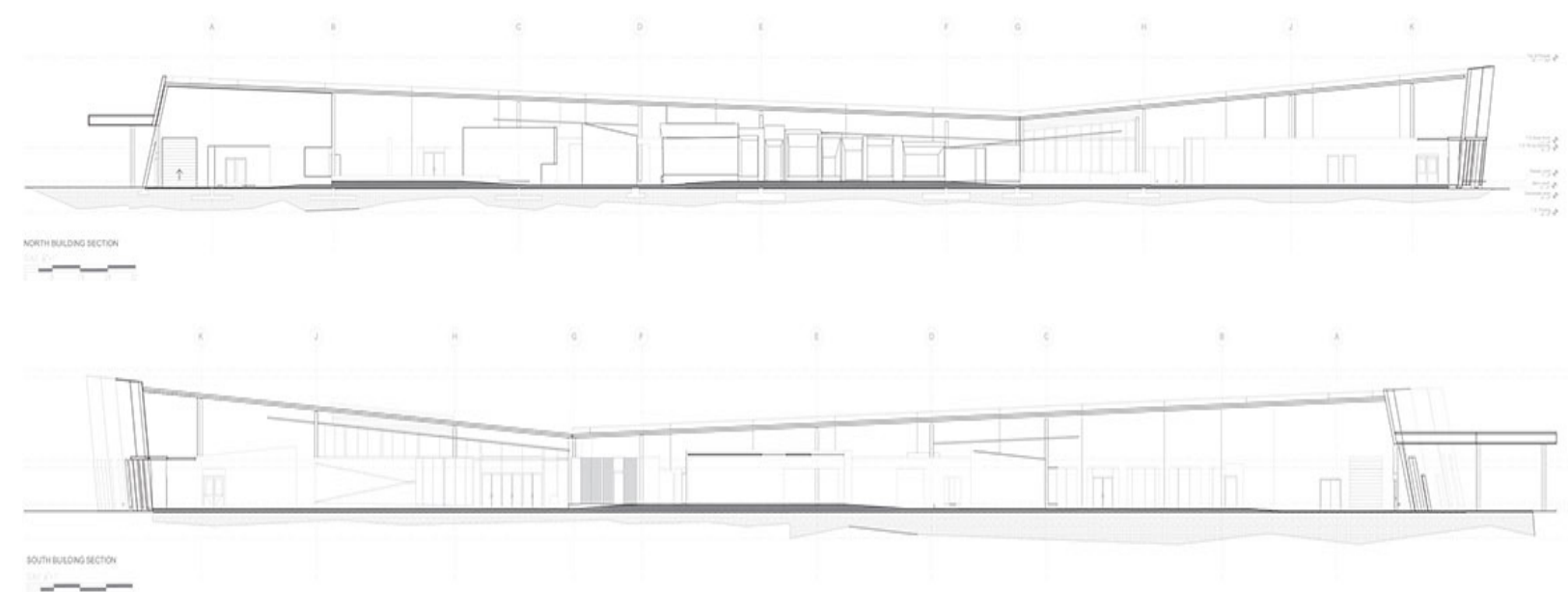
INSPIRATIONAL CASE STUDIES



1 CHILDREN'S MUSEUM OF THE ARTS | NEW YORK, NY



2 YOUNG AT ART MUSEUM | DAVIE, FL



GOALS | MISSIONS | VALUES

- » To Enrich The Community Through Artistic, Interactive Experiences, And To Inspire Creativity And Understanding Of The World Around Us.
- » Art Changes Lives And Is An Essential Component Of A Complete Education & Early Arts Education Leads To Lifelong Success.
- » It Is Important To Provide A Platform For Contemporary Artists, Enabling Them To Connect Personally With The Museum Audience
- » Art Builds Self-Confidence And Self-Esteem
- » Its Our Responsibility To Embrace Every Child Regardless Of His/Her Physical, Developmental Or Financial Capability

Location: 751 SW 121st Ave, Davie, FL 33325

Firm: Architecture Is Fun Inc.

Year: 2012

Size: 55,000 Total SF | 22,000 SF Exhibit Space

Gold LEED Certified

Visitation & Outreach: 500,000 Families Annually

Public | Private Partnership With Broward County

DESIGN STRATEGIES

Yaa Houses Both Temporary, And Four Main Permanent Interactive Gallery Spaces As Well As Studio Type Classrooms. There Is Inclusion Of Both Famous Historical Artists' Works As Well As New Contemporary Artists' Installations. Children Are Encouraged To Explore All Areas Of The Museum, There Is No Real Designated User Journey. Yaa Utilizes Visually Stimulating Finishes & Colors To Create Spaces That Spark Curiosity And Encourage Children To Explore, Climb, Touch Their Surrounding Environment, Gaining Knowledge Through Sensory Based Learning. The Building Encompasses Both The Library And Museum Which Have Very Contrasting Designs; In Concept Color, Finishes, Layout, But It Helps To Seamlessly Integrate The Regular Public As Well As Children & Families To Create One Unified Educational Powerhouse.



DESIGN STRATEGIES CONTINUED

- » Intense Use Of Color & Pattern On Finishes
- » Soft Surfaces, Curved Or Irregular Forms
- » Exposed Ceilings
- » Vast Seating Type Variety
- » Different Areas Designated By Change In Floor Height Or Finish
- » Very Tactile, Climbable Surfaces
- » Even Palette Of Warm And Cool Colors
- » Lots Of Spaces Within Spaces
- » Cooler Toned Bright Lighting, As Well As Color Changing Lights

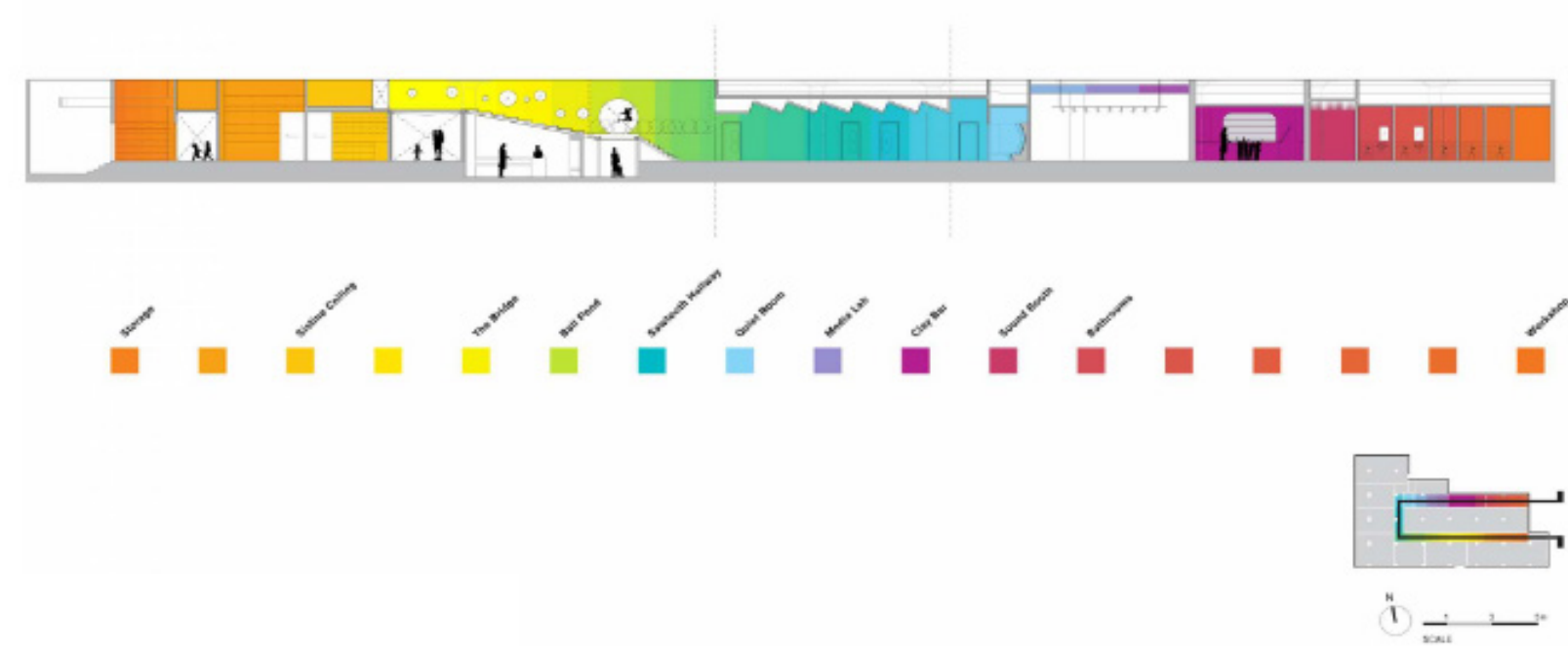
TAKE AWAYS

I Want To Be Able To Create A Museum, Creative Space That Is As Stimulating, Inclusive And Engaging As The Yaa. I Want To Incorporate The Same Philosophies That The Founders Have, And Try To Expose As Many Young Minds To This Type Of Educational Experience As Possible.

POSITIVES

- Use Of Color & Materiality
- Thematic Design
- Seamless Incorporation Of Adult & Child-Centric Spaces
- Integration Of Community Involvement





GOALS | MISSIONS | VALUES

Originally Founded In 1988, The CMA Has Expanded Into A Large Community Based Organization That Houses Many Free Art Programs And Workshops For Children. They Introduce Children & Their Families To The Transformative Power Of The Arts By Providing Opportunities To Make Art Side-By-Side With Working Artists.

Location: 103 Charlton St, New York, Ny 10014

Firm: WORKac

Year: 2011

Size: 10,000 SF

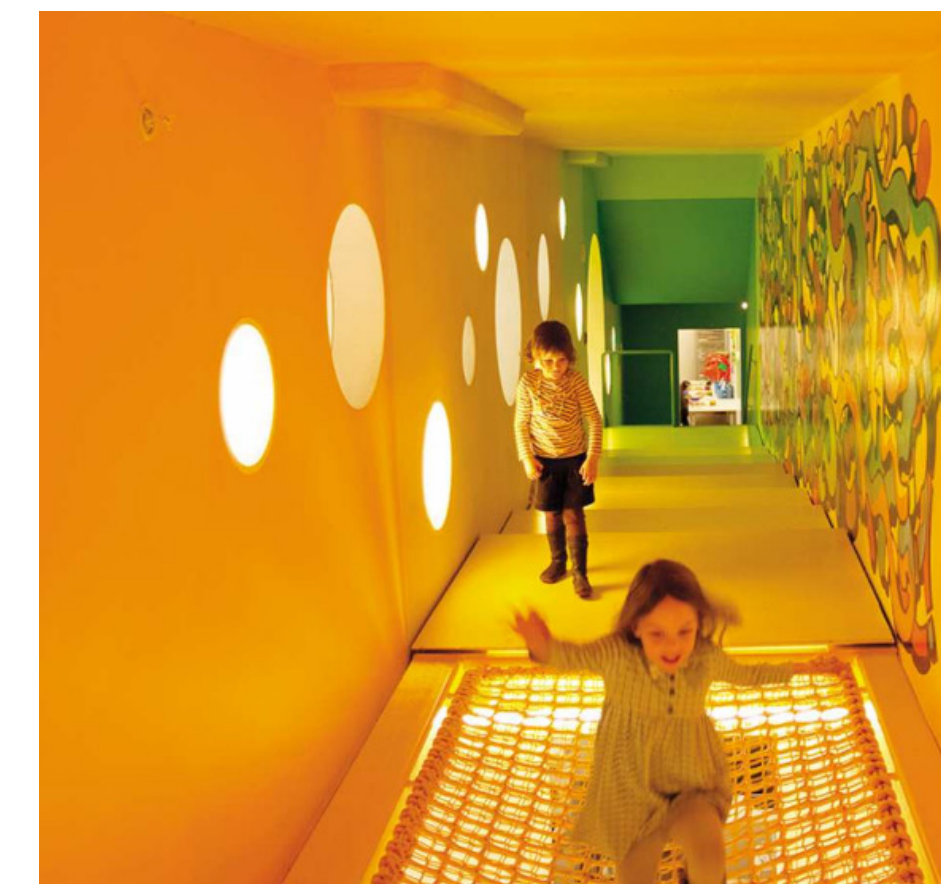
Visitation & Outreach: 135,000 Visitors Annually

Originally Founded In 1998

DESIGN STRATEGIES

The Museum Is Organized Around A Central Classic "White Box" Museum Gallery Design. Knowing That Kids Need Creative More Stimulating Environments, WORKac Surrounds The Main Gallery With A The "Color Wheel" That Defines The Different Programs Throughout The Space. These Colorful Rooms Include:

- » A Ball Pit Room (Visible From Both The Exterior & Entrance)
- » Quiet Room
- » Bathrooms & Wash Stations
- » Clay Bar



TAKE AWAYS

The CMA Embodies A Museum Design That Both Speaks To The Classical Gallery Aesthetic But Still Embraces And Keeps The Primary User In Mind. I Want To Be Able To Embody Similar Design Aesthetics In My Project. I Thought The Spatial Layout Was Very Concise And Efficient And The Use Of Color Coding By Program Was A Brilliant Technique To Use In A Children's Space, So I Will Look Greatly To This Project For Its Way-Finding Techniques.

POSITIVES

- » Spatial Layout
- » Use Of Color To Delineate Space
- » Re-Imagining Traditional Gallery Design To Be Kid Friendly

DESIGN STRATEGIES CONTINUED

The Museum Is Also Divided Into Different Zones Based Upon The Child's Age Range. The Upper Level Is Meant For Older Kids And Houses The Art Studios, Clay Bar & Media Lab. The Younger Children Stay On The Lower Level And Explore The Wee Arts Studio, Meant For Toddlers. There Is A Lot Of Open Flex Space Throughout The Museum, Allowing For Multiple Functions To Take Place There.

- » Equal Parts Exhibit & Work Space
- » Stimulating Colors
- » Both Warm & Cool Tones Lighting
- » Tactile & Claimable Surfaces
- » Play Areas | Studios | Galleries
- » Strong Way Finding Techniques Utilized Through Color & Graphics



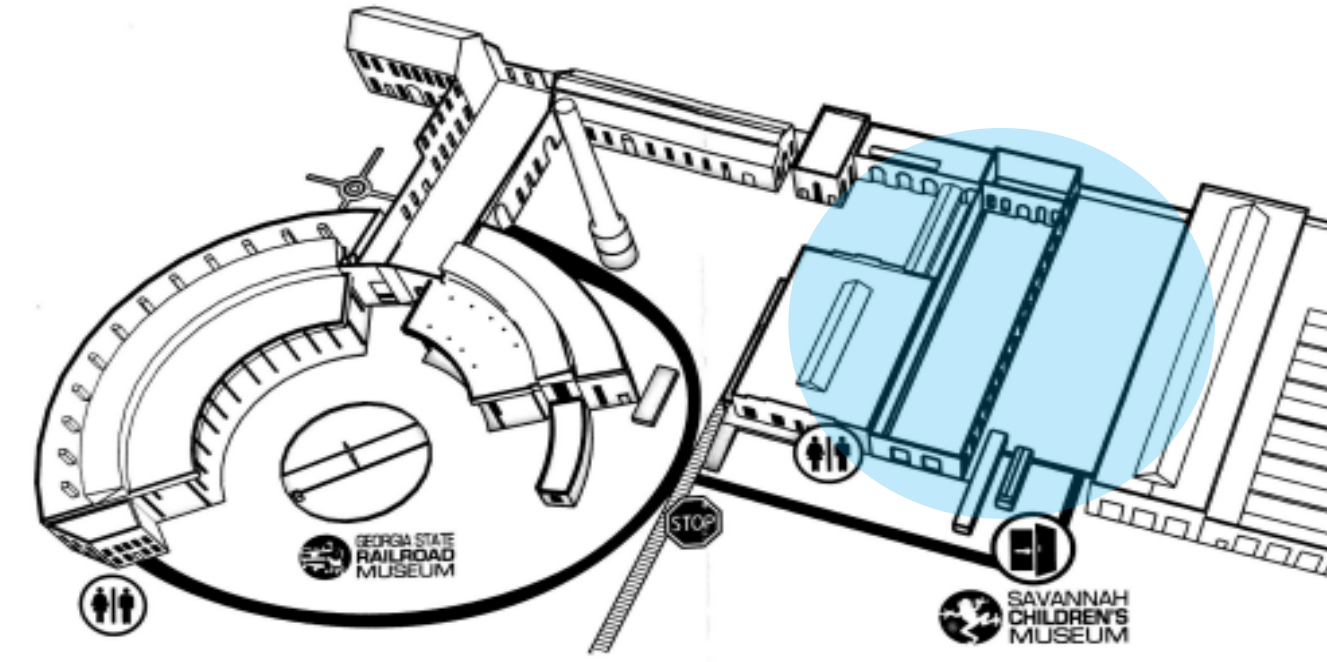
FIELD OBSERVATIONS



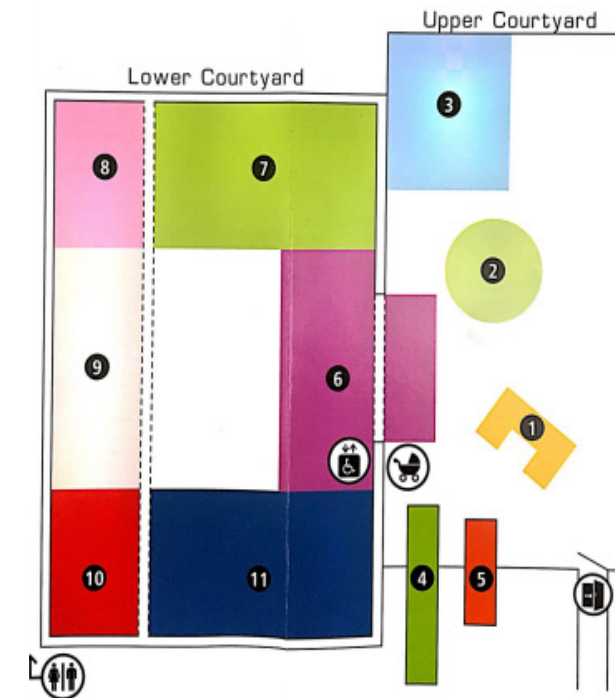
1 SAVANNAH CHILDREN'S MUSEUM



2 SAVANNAH HISTORY MUSEUM



DESIGN STRATEGIES



Multilevel, To Delineate Programmatic Space
 Lower Courtyard | Larger Play Structures, Jungle Gym, Maze
 Space Within Space | Reading Nook Created Under Archways- Scaled Down For User
 Upper Courtyard | Movable Structures - Class Based Activities
 Whole Museum Design Is Thematic- Homage To Original Use Of The Space
 Activities & Permanent Structures Engages Children's' Cognitive, Social & Motor Skills

TAKE AWAYS | POSITIVES

Sensory Design | Materiality, Garden, Misting Station, Music Station, Building Blocks
 Thematic Elements
 Activities Promote Communication & Collaboration Between Kids



Touch & Learn Stations



Sensory Garden



Jungle Gym & Maze



Train Cars

SAVANNAH CHILDREN'S MUSEUM

Part Of The Coastal Heritage Society
 An Adaptive Reuse Project | Old Central Of Georgia Railway
 Carpentry Shop

Entirely Outdoor Museum
 Features Over A Dozen Programs & Exhibits Designed To
 Expand The Imaginations Of Children- In A Variety Of
 Subjects; History, Science, Art

Age Range | Toddler - Mid Elementary
 Title One School Programs | Free Admission Days For Children
 From Title One Schools That Come From Lower Income Families

Educators | Facilitate 3-4 Activities A Day
 "Young Explorers" Program - Raises Curiosity & Promotes
 Physical Activity

Location: 655 Louisville Rd, Savannah,
 GA 31401

Year: 2012



Interview with Museum Educator Sloan

WHAT KINDS OF **EDUCATIONAL ACTIVITIES | PROGRAMS** DO YOU ALL **OFFER** AT THE MUSEUM?

"We provide three to four **thematic activities** a day, ranging different subjects; from history, to science to art. We have a 'Young Explorers' program that raises children's curiosity and promote physical activity."

ARE ANY OF THESE PROGRAMS **ART BASED**?

"Yes, we offer different **arts & crafts projects** for the kids, themes of the projects change about every two weeks. Sometimes we'll make puppets, or do water color paintings, etc."

WHICH ACTIVITIES DO YOU FEEL THE CHILDREN **REACT MOST POSITIVELY TO**?

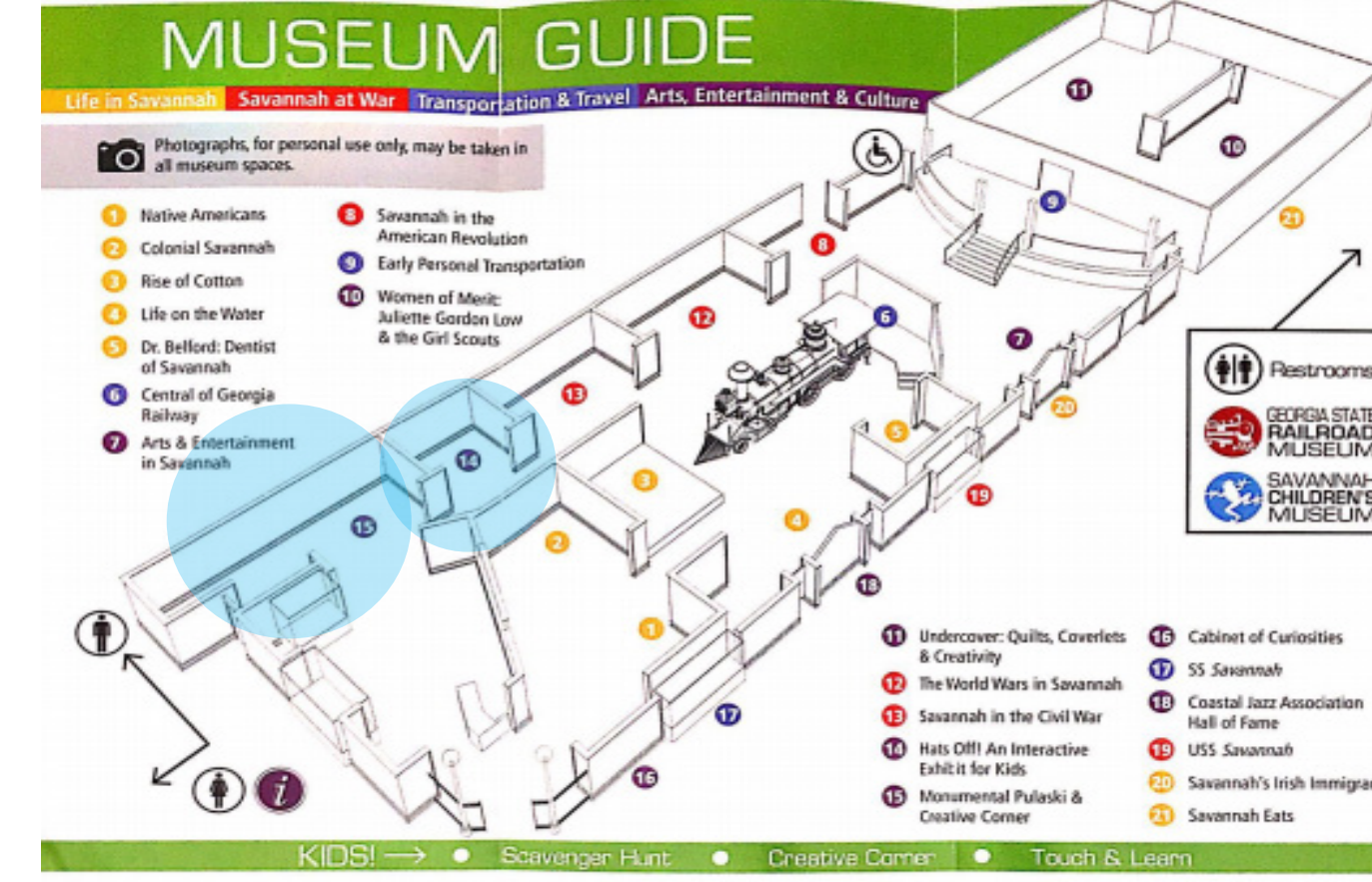
"They respond really well to activities where they have to **work with each other**, for example the scavenger hunt we do, kids will often **team up** with kids from other families in order to complete the task"
"They also really enjoy the garden and maze area, really anything they can touch a climb on"

IS THERE ANY PARTS OF THE MUSEUM THAT GET **NEGLECTED** OR **USED THE LEAST** BY CHILDREN?

"I would have to say the manipulatives, basically any of the **smaller movable toys**"

DOES THE MUSEUM GET A LOT VISITORS VIA **SCHOOL FIELD TRIPS**?

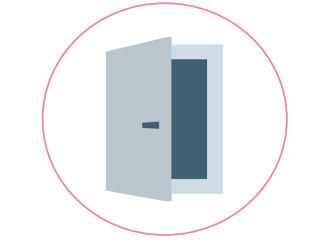
"Yes we get about **one school a week**, mostly lower elementary grade levels. we receive a **curriculum** that **matches** up to what they're learning in class so that we can **relate** what their **learning at the museum** with what they're **learning at school**. **Every Tuesday** we have **'Title One'** which allows **free admission** for children (usually from title one schools) from **lower income families** that would not normally be able to afford admission. That is a **core value** at our museum, to offer this **outdoor educational experience** for those children who have **less opportunity** for outdoor physical exercise, whether this be because their school doesn't offer recess or they don't have a yard at home to play in."
"Exposing as many kids to outdoor 'play learning' as possible is an essential part to our museums goals and mission."



Touch & Learn Stations



Drawing Station



Interactive Displays



Dress Up Area

Two Main Children's Areas DESIGN STRATEGIES

- » Creative Corner
- » Hat's Off Exhibit

The Creative Corner Is A Tiered Seating Area | Quiet Space, With Books And Drawing Utensils | Creative Outlet

TAKE AWAYS | POSITIVES

Sensory Design | 'Touch & Learn' Thematic Elements
Activities Promote Creativity & Critical Thinking

The Dress Up Area Educates Them About Historical Fashion In Savannah And The Environment

TAKE AWAYS | NEGATIVES

Material & Color Palette
Not Enough Access To Natural Light
Children's Areas Should Be Connected Not Separated
Too Much Wall Text

Interactive Display Cases Are Used Here That Engage The Senses | Movable Doors- Buttons To Push & Highlight Certain Info - Doors That Open & Engage Sense Of Smell

SAVANNAH HISTORY MUSEUM

Part Of The Coastal Heritage Society
An Adaptive Reuse Project | Old Central Of Georgia Railway Carpentery Shop

Adult History Museum That Offers A Few Interactive Exhibits For Children- Fun Ways To Get Them Interested And Educate Them On Savannah's History

Age Range | Young Elementary Levels

Field Trips Come And Engage In Adult & Children's Exhibits As Well As The Reenactments Held In The Battlefield Memorial Park

Location: 303 Martin Luther King Jr Blvd Savannah, GA 31401

Year: 1990



INTERVIEW WITH MUSEUM WORKER DYLAN

DOES THE MUSEUM GET A LOT VISITORS VIA **SCHOOL FIELD TRIPS**?

"Yes, **Schools Come** Here Almost **Weekly** When School Is In Session. I'd Say The Majority Come In Between March And May."

WHICH ACTIVITIES DO YOU FEEL THE CHILDREN REACT MOST **POSITIVELY** TO?

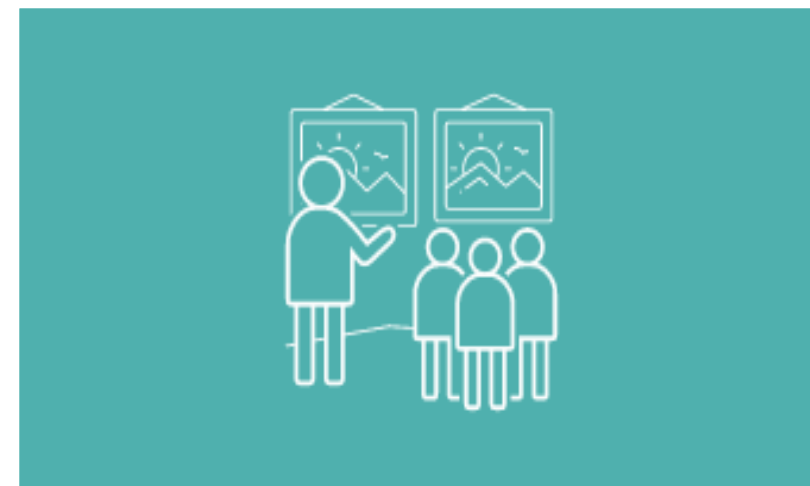
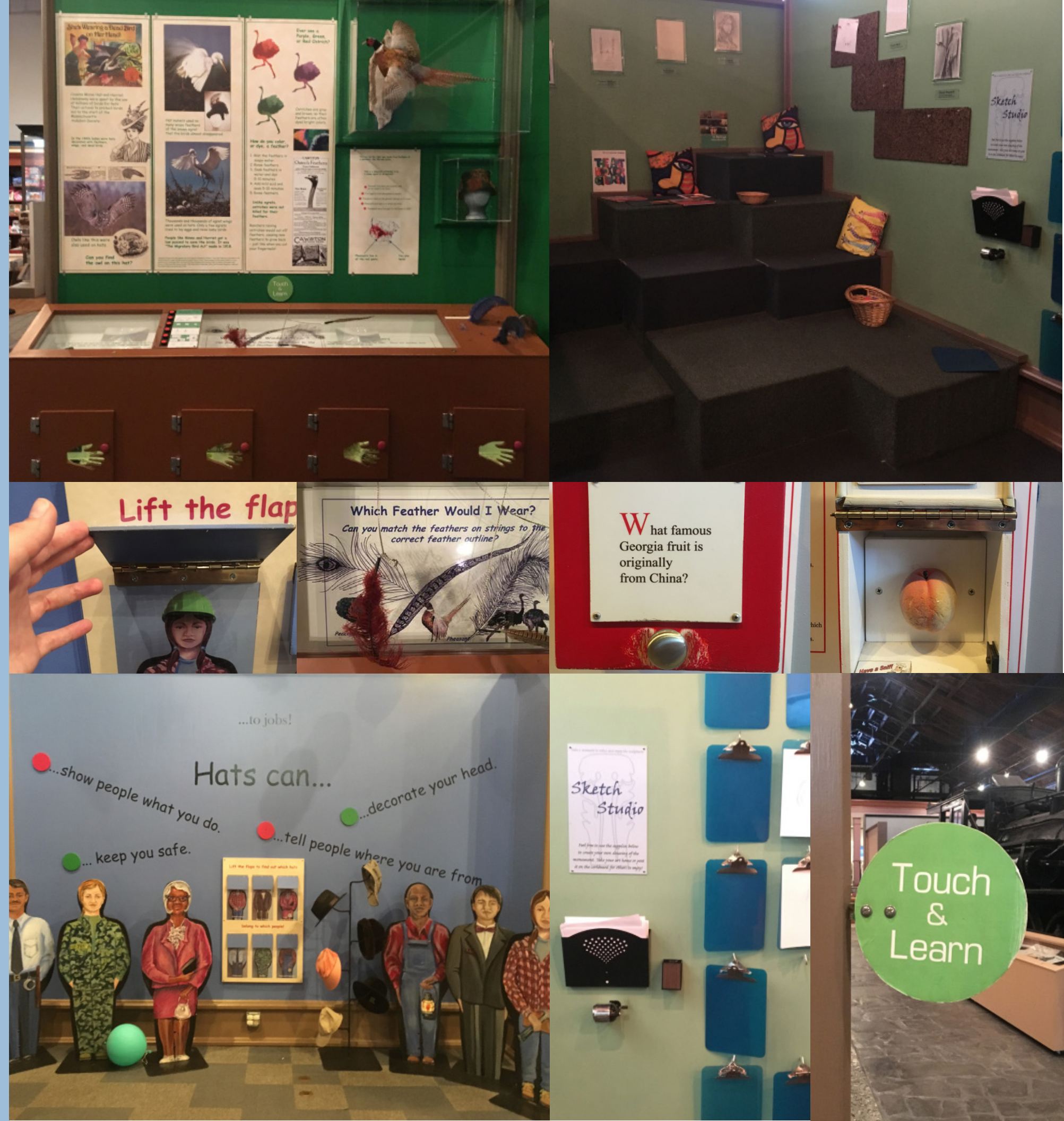
"The Kids Really **Love The Larger Scale Exhibits**, Like The Train Cars. They Also Love The Civil War **reenactments**- The **Theatricality** Of The Activity Gets Them Really **Excited** And **Interested** In The Topic."

"The '**Creative Corner**' Gets Used Quite Often, We Get Some Pretty Creative Drawings Sometimes."

IS THERE ANY PARTS OF THE MUSEUM THAT GET **NEGLECTED** OR **USED THE LEAST** BY CHILDREN?

"The '**Creative Corner**' Is Definitely Utilized More Than The '**Hats Off!**' Exhibit, I Think The Parents Get Wary Of Their Child Trying On Clothes And Hats That Other People Have Worn"

"**Heavy wall text** is also a **drawback** for children, they are **not willing to read** all of that, they **lose interest** too quickly."



HOW ART SHAPES YOUNG MINDS

SURVEYS | INTERVIEWS

30 QUESTIONS

3 USER TYPES SURVEYED

1 GENERAL POPULATION

What Is Your Age And Gender?

Which State Did You Attend Elementary School In?

What Type Of Elementary School Did You Attend?

Did Your Elementary School Offer Any Arts Based Classes Or After School Programs?

Did You Participated In Any Said Programs When You Were Younger, If So Which Ones?

How Would You Rate These Classes & Programs?

Do You Currently Use Art Or Music As A Means Of Stress Relief?

Where Do You Think You Would Be, Or What Do You Think You'd Be Doing Right Now If You Had Not Been Exposed To The Arts World And Pursued A Career In Art Or Design?



SURVEY QUESTIONS

2 SOCIAL WORKERS & EDUCATORS

Do The Majority Of The Children You Work With Attend Public Schools?

Are There Arts Based Classes & After School Programs Offered At These Schools?

Does Your Company Offer Any Arts Based Learning Opportunities, Or Art Therapy Programs? If So, Please Specify.

If You Had To Estimate, What Percentage Of Children Do You Work With Have Emotional, Social, Or Behavioral Issues?

How Beneficial Would A Mentorship Program That Would Involve Local Artists In The Community Be For The Children You Work With?

How Would You Rate The Pinellas County Public School System, In Terms Of Efficiency, Credibility, Etc.?

Do You See A Difference In Learning Capabilities / Behavior In Children Who Attend Public Schools In St. Petersburg Vs. Children Who Attend Public Schools In Other Cities?

Do You Think The Children That You Work With That Come From Lower Income Families Have Enough Opportunity To Engage In Different Arts Based Activities?

Do You Feel As Though The Children You Work With Struggle With Identity Issues And Self-Expression?



3 CHILDREN

Age?

Gender?

What Was The Most Memorable Exhibit? Or Which Piece Of Art Did You Like The Best?

Were There Any Pieces You Felt Related To Your Own Life?

Do Any Of The Artworks Look Like Something You Would Make At Home Or In School?

Have You Ever Been To An Art Museum Before? If So, How Many And What Kinds?

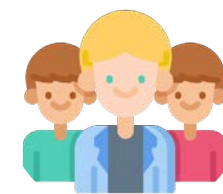
What Type Of School Do You Go To?

What Is Your Favorite Part Of Going To School?

Do You Participate In Art Classes In School Or Arts Based After School Programs?

If You're In An Art Class, What Is Your Favorite Thing To Do?

Do You Enjoy Theater And Or Musical Arts? Have You Ever Been In A Play, Or Play An Instrument?



TRENDS IN CHILDREN'S MUSEUMS

LARGE SCALE EXHIBITS

"PLAY LEARNING"

THEATRICALS & STORY TELLING

TECHNOLOGY

DESIGN THEORIES

THIRD PLACE THEORY

Design A Neutral Location Outside Of Home & School

COMFORT THEORY

Strengthened through human need for relief & ease

SENSORY DESIGN

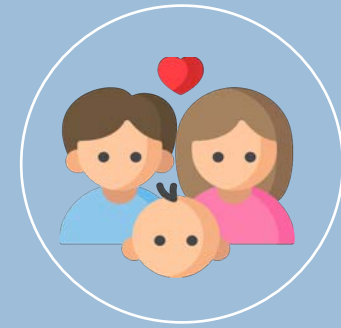
Design Based On Engaging The Five Senses

COLOR THEORY

How Color Will Effect Behavior & Emotion

GOALS & OBJECTIVES

MY GOAL THROUGH THE CREATION OF THIS PROJECT IS TO GIVE DISADVANTAGED CHILDREN EQUAL OPPORTUNITY TO BE EXPOSED TO THE ARTS WORLD, FOR THEM TO BE ABLE TO REACH THEIR FULL POTENTIAL, AND PROVIDE A SENSE OF INDIVIDUALITY WHILE GIVING THEM A FAMILY OUTSIDE OF HOME.



- o To help children reach their potential through a multifaceted arts-based learning environment that fosters creativity and nurtures positive emotional connections.

- o To give opportunity to children who need a creative outlet to express themselves through art in a safe, nurturing and collaborative environment.

- o To engage and stimulate children through the use of kinesthetic art and sensory based learning activities in a positive and creative work environment.

- o To encourage young children to express their emotions and individuality through fine arts, music and theater, through community-based programs, studio workshops and museum-based learning.

- o To connect young children with local artists, build relationships and create a sense of place through a safe and expressive community-based arts center.

- o To improve overall test scores and literacy rates of young children by means of arts based educational programs through a community driven interactive museum and educational center.

PHASE II

PART 1 | CLIENT

PART 2 | USERS

PART 3 | PERSONAS

PART 4 | USER JOURNEY

CLIENT

JUVENILE WELFARE BOARD

INVESTING IN CHILDREN.
STRENGTHENING OUR COMMUNITY.

11 MEMBER BOARD



FOCUS | IMPACT



SCHOOL READINESS

\$11.0M
Invested In School Readiness Programs Last Year

15
Programs Funded So Children Enter School Ready To Learn

8,086
Kids Prepared For Kindergarten Success Last Year

85%
Were On Target To Enter School Ready To Learn



SCHOOL SUCCESS

\$16.8M
Invested In School Success Programs Last Year

40
Programs Funded To Prepare Youth To Learn & Succeed

26,832
Youth Equipped For School Success Last Year

83%
Had Fewer Than One Disciplinary Action In School



STRENGTHENING COMMUNITY

\$7.4M
Invested To Make Communities Stronger Last Year

9
Programs Funded To Strengthen Communities

2,573
Families Served & Their Community Strengthened Last Year

10,384
People Reached Through Public Education Efforts



PREVENTION OF CHILD ABUSE & NEGLECT

\$21.6M
Invested In Child Abuse Prevention Programs Last Year

24
Programs Funded That Focus On Preventing Abuse & Neglect

28,664
Families Strengthened & Kept Intact Last Year

96%
Were Free Of Abuse & Neglect One Year After Services

MISSION

We Invest In Partnerships, Innovation, And Advocacy To Strengthen Pinellas County Children And Families.

VISION

Children In Pinellas County Will Have A Future Of More Successful And Satisfying Lives Because Of The Efforts Of Jwb And Our Partners.

VALUES

We Value Every Child.
We Embrace Collaboration.
We Celebrate Results.
We Pursue Innovation.

HISTORY

The 3 Founders Drafted Legislation To Create An Independent, Tax-Supported Board To Guard The Rights And Needs Of Pinellas County Children

1940s



The Legislation Passed & On November 5, 1946, Pinellas County Voters Passed A Referendum To Enact The Juvenile Welfare Board Special Act Into Law

1945



Jwb's Program Budget Grew To \$57 Million Strengthening The Lives Of 66,000 Children & Families Through Investments In 88 Programs With 49 Nonprofit Agencies

2018

USER GROUPS | USER JOURNEYS

PRIMARY



CHILDREN



COUNSELORS | ADMINISTRATORS



EDUCATORS | ARTISTS

SECONDARY



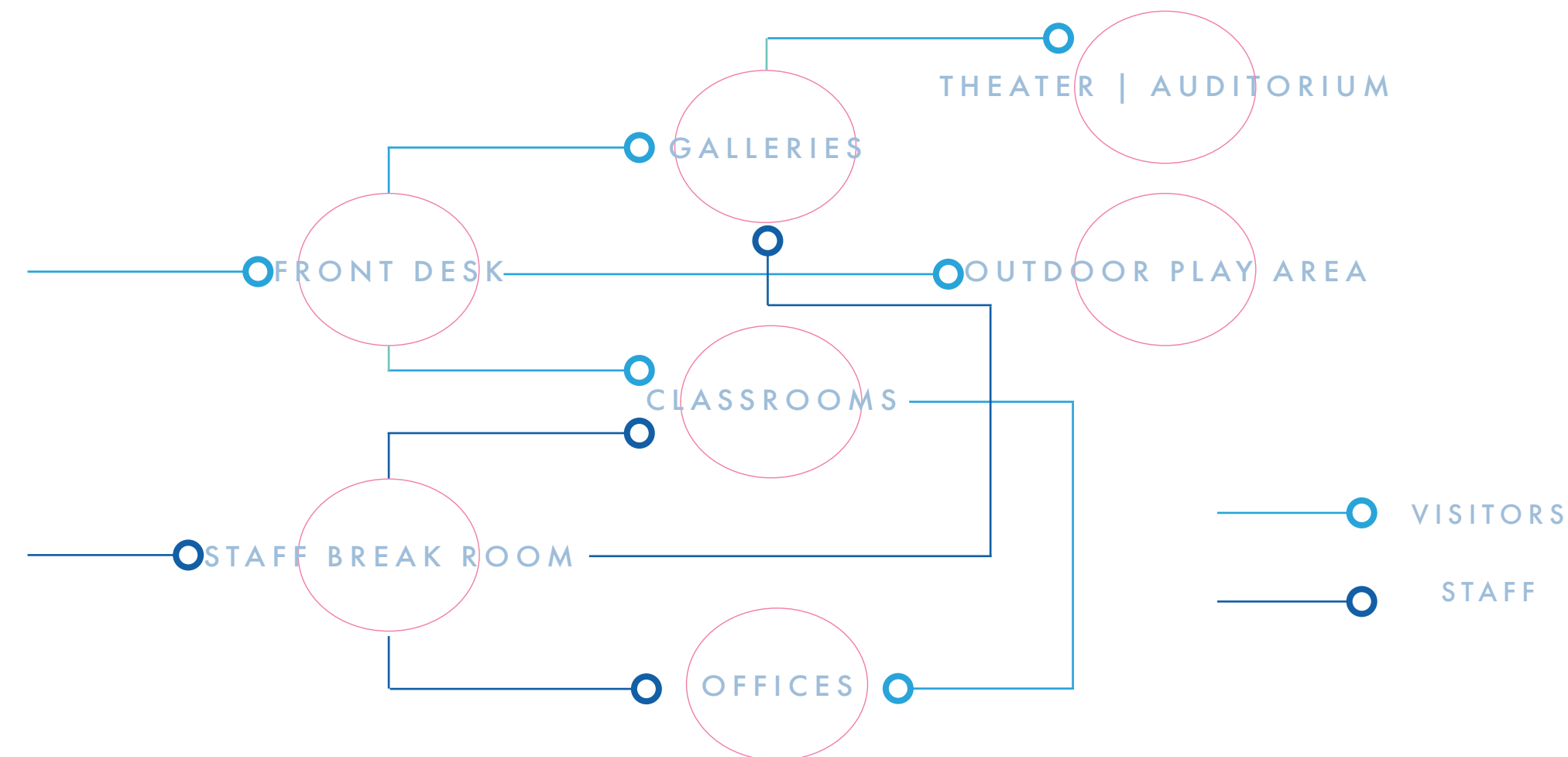
PARENTS



VOLUNTEERS



GENERAL PUBLIC



PRIMARY USER GROUP PERSONAS | CHILDREN

NAME | TYLER

GENDER | MALE

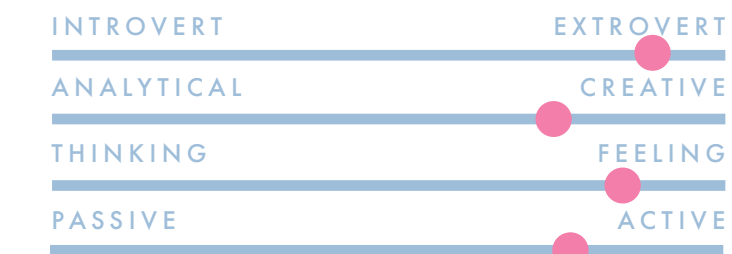
AGE | 9

OCCUPATION | STUDENT



BIO |

TYLER IS CURRENTLY A FOURTH GRADE STUDENT AT MELROSE ELEMENTARY SCHOOL. HE COMES FROM A SINGLE PARENT HOME. HE'S BEEN RECENTLY DIAGNOSED WITH ADHD AND HAS PROBLEMS FOCUSING IN SCHOOL. HE TENDS TO ACT OUT IN CLASS AND GET IN TROUBLE, HIS TEACHERS HAVE ALSO COMPLAINED ABOUT HIS OUTBURSTS IN CLASS. HIS EMOTIONAL & BEHAVIORAL ISSUES HAVE GOTTEN WORSE SINCE THE PASSING OF HIS FATHER LAST YEAR, WHOM HE WAS VERY CLOSE WITH. TYLER REALLY ENJOYS DRAWING & PAINTING, BUT IS CURRENTLY NOT ENROLLED IN ANY ART CLASSES IN SCHOOL. HE LIKES STAYING ACTIVE & LAYS SPORTS WITH HIS SIBLINGS.



PAINS |

- » HAS A HARD TIME EXPRESSING EMOTION IN A HEALTHY WAY
- » 1 OF 4 SIBLINGS- DOESN'T FEEL AS THOUGH HE GETS ENOUGH ATTENTION AT HOME

GAINS |

- » TO MAKE NEW FRIENDS
- » TO BE ABLE TO CREATE THINGS FREELY AND IN AN OPEN NON FORMAL SETTING, WHERE HE DOESN'T HAVE TO FOLLOW MANY RULES

NAME | JOSIE

GENDER | FEMALE

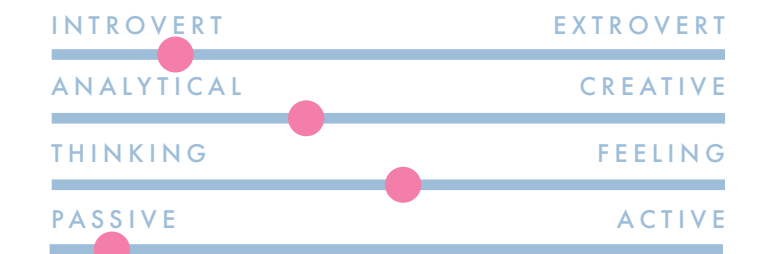
AGE | 6

OCCUPATION | STUDENT



BIO |

JOSIE HAS BEEN INVOLVED WITH PINELLAS COUNTY'S FOSTER CARE SYSTEM SINCE SHE WAS REMOVED FROM HER FATHER'S SUPERVISION TEN MONTHS AGO. JOSIE IS CURRENTLY A FIRST GRADE STUDENT THAT RECENTLY TRANSFERRED TO FAIRBANKS ELEMENTARY. JOSIE IS HAVING TROUBLE IN SCHOOL LEARNING TO READ, AND SEEMS TO BE FALLING BEHIND COMPARED TO HER PEERS, AND BEING THE NEW KID MAKES THINGS WORSE, SHE CAN'T SEEM TO FIND A GOOD GROUP OF FRIENDS.



PAINS |

- » FINDS IT HARD TO TRUST MOST ADULTS
- » VERY INTROVERTED, KEEPS TO HERSELF MOSTLY

GAINS |

- » TO BE ABLE TO IMPROVE HER READING SKILLS
- » TO BE ABLE TO EXPRESS HER FEELINGS MORE EASILY

PRIMARY USER GROUP PERSONAS | ARTISTS & EDUCATORS



NAME | XAVIER

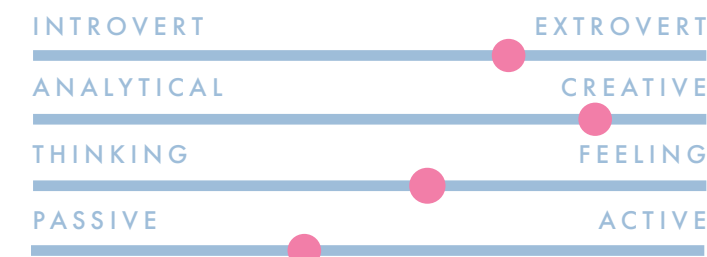
GENDER | MALE

AGE | 26

OCCUPATION | ARTIST

BIO |

XAVIER IS AN EX ADDICT WHO IS ALL TOO FAMILIAR WITH THE PINELLAS COUNTY SOCIAL SERVICES; IN AND OUT OF FOSTER HOMES UNTIL HE TURNED 18, HE FOUND COMFORT IN HIS ART AND MADE THAT HIS LIFE. HE IS NOW AN UP AND COMING LOCAL MURAL ARTIST, AND HAS A FEW OF HIS WORKS FEATURED DOWNTOWN. XAVIER CAN RELATE VERY CLOSELY TO MOST OF THE CHILDREN THAT WILL BE COMING TO THIS FACILITY AND FEELS AS THOUGH HE CAN SHARE HIS KNOWLEDGE AND EMPATHIZE WITH THEM.



PAINS |

- » NO FORMAL ART TRAINING- SELF TAUGHT ONLY
- » HAS NOT GOTTEN THE EXPOSURE THAT HE'D LIKE

GAINS |

- » BE ABLE TO INFLUENCE YOUNG CHILDREN, AND TEACH THEM PAINTING & DRAWING TECHNIQUES
- » BECOME A MENTOR FOR YOUNG CHILDREN WHO NEED A BIG BROTHER TYPE
- » HAVE MORE OF HIS ART FEATURED IN A PUBLIC SPACE
- » HOPES TO BE ABLE TO HAVE HIS OWN STUDIO ONE DAY
- » GROW ARTISTIC ABILITIES



NAME | LISA

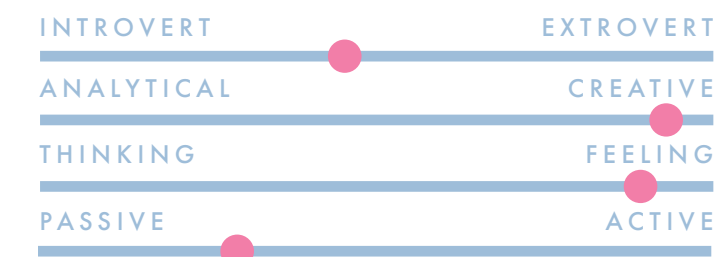
GENDER | FEMALE

AGE | 42

OCCUPATION | ARTIST

BIO |

LISA CURRENTLY RESIDES IN DUNEDIN, FL AND IS PRIMARILY A CERAMICS & JEWELERY ARTIST. SHE HAS HER OWN BOOTH AT LOCAL FARMER'S MARKETS | CRAFT FAIRS IN DUNEDIN, ST. PETE, AND OTHER NEIGHBORING COMMUNITIES. SHE IS A TRUE FREE SPIRIT & BELIEVES THAT EVERYONE SHOULD HAVE THE OPPORTUNITY TO EXPRESS THEMSELVES THROUGH AN ART FORM. SHE IS ALSO A BIG BELIEVER IN YOGA, MEDITATION & SELF REFLECTION. LISA HAS TRAVELED TO MANY DIFFERENT COUNTRIES, SHE CONSIDERS HERSELF VERY WORLDLY.



PAINS |

- » STRUGGLES PAYING RENT FOR CERAMICS STUDIOS, AS WELL AS FINDING PLACES TO SHOW HER WORK

GAINS |

- » TO BE ABLE TO BE A CALMING PRESENCE FOR THIS TROUBLED CHILDREN
- » TO BRING ATYPICAL ART MEDIUM KNOWLEDGE TO A YOUNG AUDIENCE
- » TO BE ABLE TO HAVE A STUDIO TO WORK IN

PRIMARY USER GROUP PERSONAS | COUNSELORS & ADMINISTRATORS



NAME | MARTA

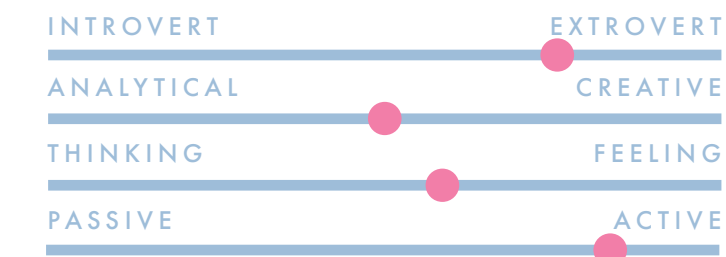
GENDER | FEMALE

AGE | 40

OCCUPATION | SOCIAL SERVICES COUNSELOR

BIO |

MARTA CURRENTLY WORKS FOR PEMHS IN CLEARWATER, FLORIDA. SHE IS VERY FAMILIAR WITH MENTAL HEALTH SERVICES, AND IS NOW LOOKING FOR A CAREER THAT IS SOLELY FOCUSED ON CHILD MENTAL HEALTH & WELL-BEING.



PAINS |

- » CURRENTLY WORKS WITH BOTH ADULT AND CHILD CLIENTS

GAINS |

- » WANT TO BE ABLE TO WORK DIRECTLY WITH CHILDREN & THEIR PARENTS- HAVE ONE ON ONE MEETING
- » BE ABLE TO WORK IN A POSITIVE MORE FUN, PLAY BASED ENVIRONMENT
- » BE ABLE TO HELP STRENGTHEN BONDS BETWEEN CHILDREN & THEIR FAMILIES



NAME | SUSAN

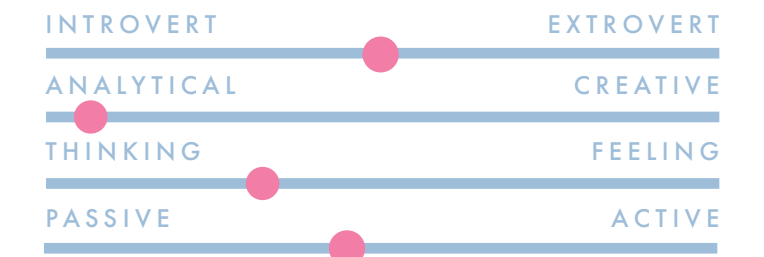
GENDER | FEMALE

AGE | 65

OCCUPATION | CHILD PSYCHIATRIST

BIO |

SUSAN HAS BEEN A CERTIFIED CHILD PSYCHIATRIST IN THE STATE OF FLORIDA FOR OVER 25 YEARS. SHE HAS HER DOCTORATE IN CHILD PSYCHOLOGY.



PAINS |

- » CURRENT OFFICE IS TOO FORMAL

GAINS |

- » SAFE MORE COMFORTABLE SPACE TO TALK TO CHILDREN- A PLACE WHERE THEY CAN FEEL AT EASE OPENING UP ABOUT THEIR EMOTIONS
- » WANTS TO BE ABLE TO EXPLORE THE BENEFITS OF ART THERAPY WITH CHILDREN

SECONDARY USER GROUP PERSONAS | PARENTS



NAME | TRISHA

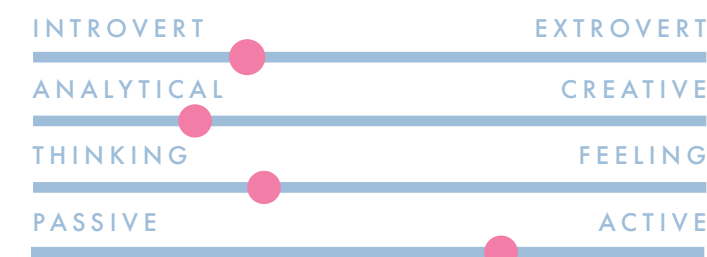
GENDER | FEMALE

AGE | 30

OCCUPATION | TY'S MOTHER | PART TIME RETAIL WORKER | PART TIME NURSING ASSISTANT

BIO |

TRISHA IS A SINGLE MOTHER WHO LIVES IN SOUTH ST. PETE. HER HUSBAND HAS RECENTLY PASSED AWAY AND NOW SHE IS FORCED TO BE THE SOLE PROVIDER FOR HERSELF AND HER FOUR CHILDREN. SHE MAKES ENDS MEET WORKING TWO JOBS AS WELL AS ACCEPTING GOVERNMENT ASSISTED FUNDS. TRISHA GOT PREGNANT WITH HER FIRST CHILD HER SENIOR YEAR OF HIGH SCHOOL, SHE WAS ABLE TO GRADUATE WITH HER DIPLOMA, BUT UNFORTUNATELY WAS NEVER ABLE TO CONTINUE HER EDUCATION PAST HIGH SCHOOL.



PAINS |

- » WORKS LATE SHIFTS CONSTANTLY- CANNOT PICK UP CHILD AFTER SCHOOL, BUT ALSO CANNOT AFFORD A BABYSITTER AT THE MOMENT

GAINS |

- » FOR HER CHILDREN TO BE ABLE TO GO TO A SAFE AFTER SCHOOL PROGRAM
- » SHE HOPES THAT HER CHILD MIGHT BE ABLE TO RESOLVE SOME OF HIS ANGER AND BEHAVIORAL ISSUES



NAME | BEN | CARRIE

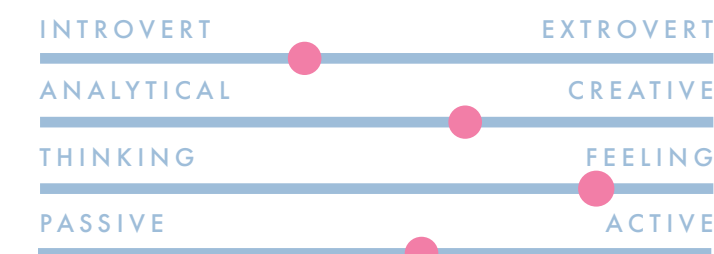
GENDER | MALE | FEMALE

AGE | 47 | 45

OCCUPATION | POLICE OFFICER | MESSAGE THERAPIST | FOSTER PARENTS

BIO |

BEN & CARRIE HAVE BEEN FOSTERING CHILDREN FOR ABOUT TEN YEARS NOW. THEY WERE NEVER ABLE TO HAVE CHILDREN OF THEIR OWN, BUT NOW THEY HAVE FOUND THEIR CALLING OF CARING FOR CHILDREN WHO NEED A STABLE FAMILY. THE TWO ARE CURRENTLY HOUSING FOUR CHILDREN; A BROTHER AND SISTER IN ELEMENTARY SCHOOL, AND THEN TWO MORE OLDER HIGH SCHOOL AGED BOYS. THEIR HOPES ARE THAT THE CHILDREN WILL BE ABLE TO GET ALONG BETTER AND GROW CLOSER TO EACH OTHER.



PAINS |

- » MANY OF THE CHILDREN THEY FOSTER HAVE A MULTITUDE OF SOCIAL | EMOTIONAL | BEHAVIORAL ISSUES, STEMMING FROM THEIR ORIGINAL HOME LIFE. WHICH CAUSES STRESSES AT HOME & CREATES COMMUNICATION BARRIERS BETWEEN THE ADULTS & CHILDREN

GAINS |

- » WANT A SAFE PLACE THEIR CHILDREN CAN GO TO AFTER SCHOOL TO BE ABLE TO PLAY, SOCIALIZE WITH OTHER CHILDREN THEIR AG
- » FOR THEIR KIDS TO BE ABLE TO FEEL NORMAL, AND JUST LIVE LIKE KIDS, WITHOUT THE PRESSURES OF LIFE THAT THEY'VE BEEN DEALING WITH AT WAY TOO YOUNG OF AN AGE

SECONDARY USER GROUP PERSONAS | VOLUNTEERS



NAME | DEBORAH

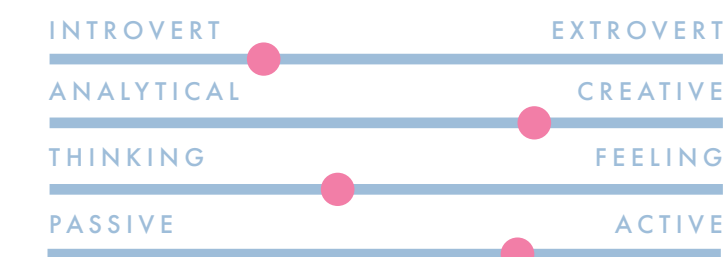
GENDER | FEMALE

AGE | 67

OCCUPATION | RETIRED TEACHER & VOLUNTEER

BIO |

RETIRED PUBLIC ART SCHOOL TEACHER, USED TO WORK FOR MAXIMO ELEMENTARY. SHE IS FAMILIAR WITH THE TYPE OF CHILDREN THAT WILL USE THIS SPACE. SHE HAS ALWAYS LOVED TEACHING AND WANTS TO CONTINUE HER REWARDING CALLING BY VOLUNTEERING AT THE MUSEUM TO TEACH STUDIO CLASSES FOR VISUAL ART. SHE HAS A KIND AND NURTURING SPIRIT, AND JUST WANTS ALL OF HER STUDENTS TO SUCCEED IN LIFE.



PAINS |

- » MOBILITY ISSUES HAVE BECOME MORE PREVALENT SINCE HER RETIREMENT
- » SEES THE INEFFICIENCY & FAULTS IN THE PUBLIC SCHOOL SYSTEM

GAINS |

- » TO BE ABLE TO TEACH YOUNG MINDS AGAIN
- » TO ONCE AGAIN BE IN AN ARTS CENTRIC ENVIRONMENT AGAIN
- » TO BE ABLE TO SEE BETTERMENT IN HER COMMUNITY FOR THE CHILDREN SHE USED TO TEACH



NAME | TAYLOR

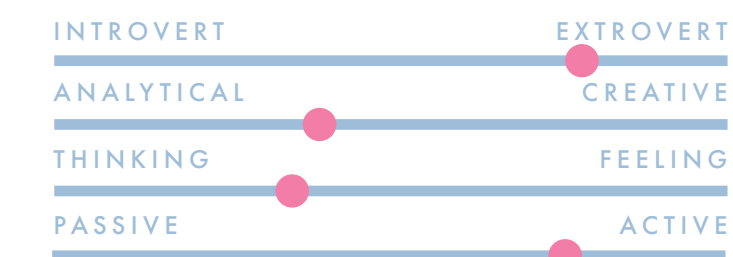
GENDER | FEMALE

AGE | 17

OCCUPATION | STUDENT & VOLUNTEER

BIO |

TAYLOR HAS BEEN A BABYSITTER FOR YEARS NOW, AND BEING THE ELDEST CHILD, SHE HAS HAD TO TAKE CARE OF HER YOUNGER SIBLINGS FOR MOST OF HER LIFE. TAYLOR FEELS THAT ITS VITAL TO GIVE BACK TO YOUR COMMUNITY AND IS ALWAYS VOLUNTEERING AT NON PROFITS, ESPECIALLY THOSE GEARED TOWARDS A YOUNGER USER GROUP. SHE CURRENTLY ATTENDS ST. PETE HIGH IN THEIR IB PROGRAM AND IS NOW LOOKING FOR A PLACE TO VOLUNTEER TO FULFILL HER PROGRAM'S VOLUNTEERING REQUIREMENTS. SHE IS VERY INTELLIGENT AND HAS A NATURAL KNACK FOR WORKING WITH KIDS.



PAINS |

- » NOT ENOUGH FULFILLING OPPORTUNITIES TO VOLUNTEER AT CHILDREN'S ARTS BASED PLACES

GAINS |

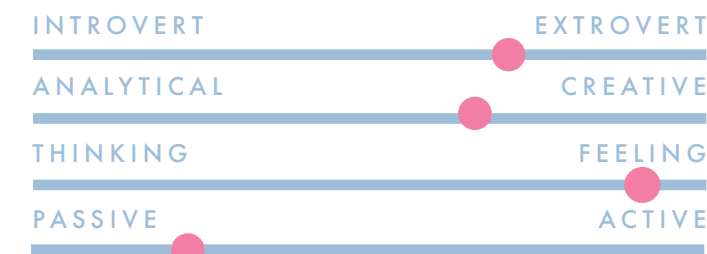
- » TO BE ABLE TO FULFILL HER VOLUNTEER HOUR REQUIREMENTS
- » TO BE ABLE TO POSITIVELY INFLUENCE YOUNG MINDS

SECONDARY USER GROUP PERSONAS | GENERAL PUBLIC



NAME | DYLAN
 GENDER | FEMALE
 AGE | 23
 OCCUPATION | MARKETING CONSULTANT

BIO |
 DYLAN WAS BORN AND RAISED IN FLORIDA AND HAS A STRONG CONNECTION TO HER HOMETOWN ST. PETE. SHE IS AN AVID MUSEUM GOER, AND A NOVICE ARTIST HERSELF.



PAINS |

- » NOT A LOT OF AFFORDABLE, MORE INFORMAL GALLERIES AROUND
- » NOT A LOT OF MUSEUMS AROUND DEDICATED SOLELY TO LOCAL ARTISTS

GAINS |

- » FREE PLACE TO VIEW LATEST LOCAL WORK
- » CONNECT WITH MORE ARTISTS HER AGE



NAME | MYLES
 GENDER | MALE
 AGE | 31
 OCCUPATION | LIBRARIAN

BIO |
 MYLES HAS LIVED ALL OVER THE US BUT HAS DECIDED TO SETTLE IN ST. PETE, HE FELL IN LOVE WITH THE COMMUNITY & POTENTIAL OF THE CITY. HE WORKS AT THE LIBRARY DOWNTOWN, AND HE IS ALSO A SMALL SCALE ARTS COLLECTOR AND HE IS ALWAYS LOOKING FOR NEW PIECES TO ADD TO HIS COLLECTION.



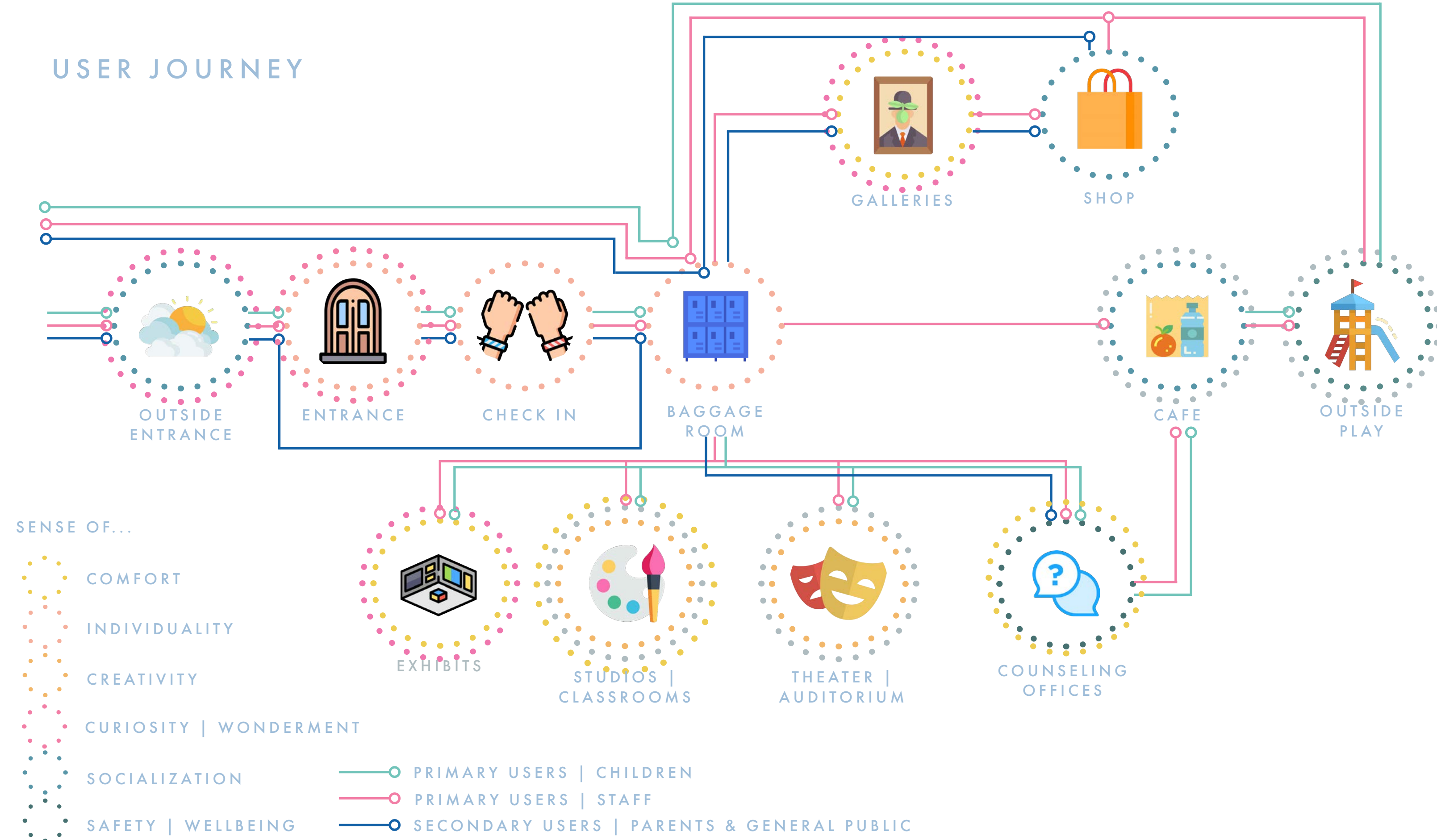
PAINS |

- » BELIEVES LOCAL ARTS CULTURE SHOULD BE GROWN
- » NOT ENOUGH REPRESENTATION OF LOCAL ARTISTS (CHILD & ADULT) IN GALLERIES

GAINS |

- » FIND A SENSE OF COMMUNITY
- » LOOKING FOR A PLACE TO SEND HIS SON & RELATIVES AFTER SCHOOL
- » TO BE ABLE TO ADD TO HIS ART COLLECTION

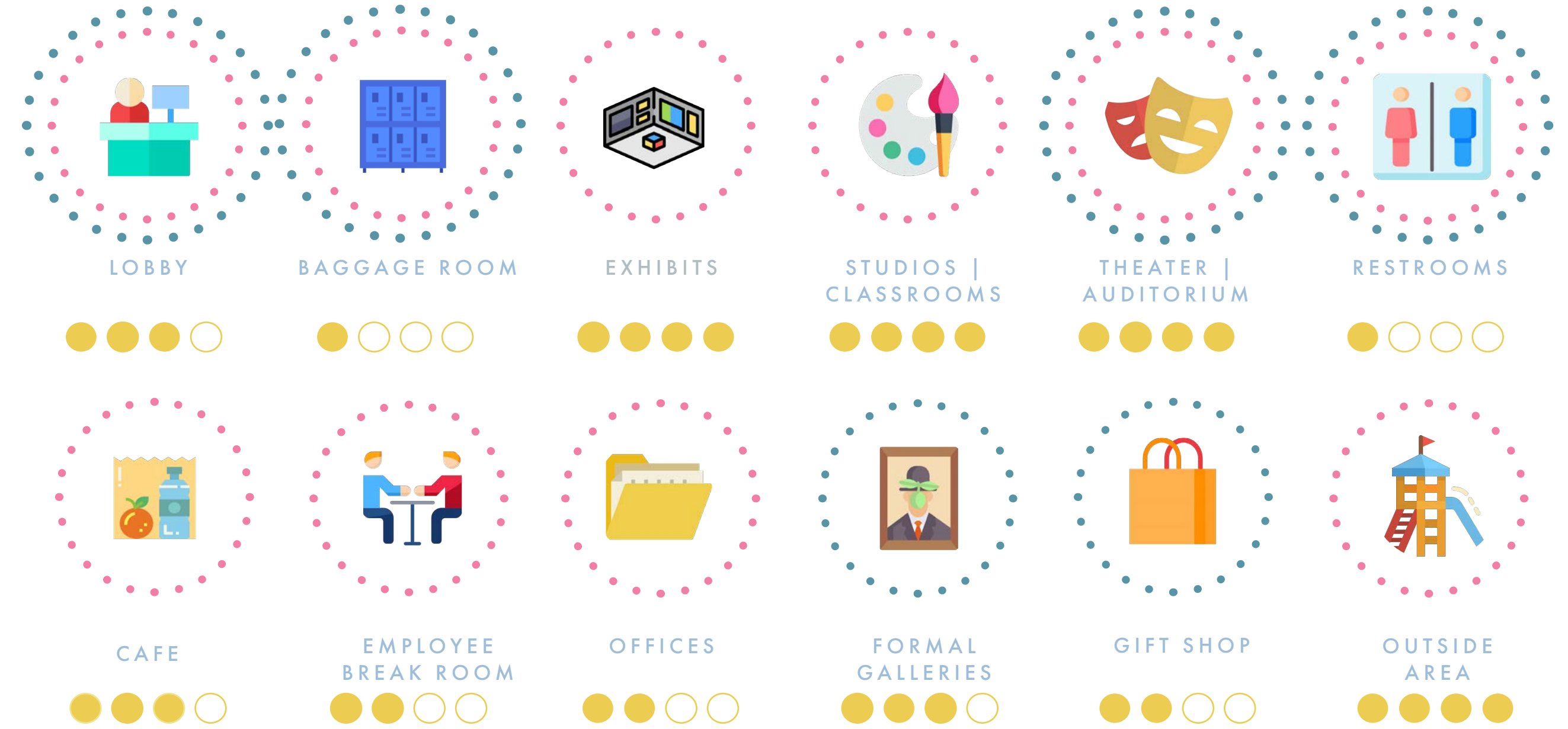
USER JOURNEY



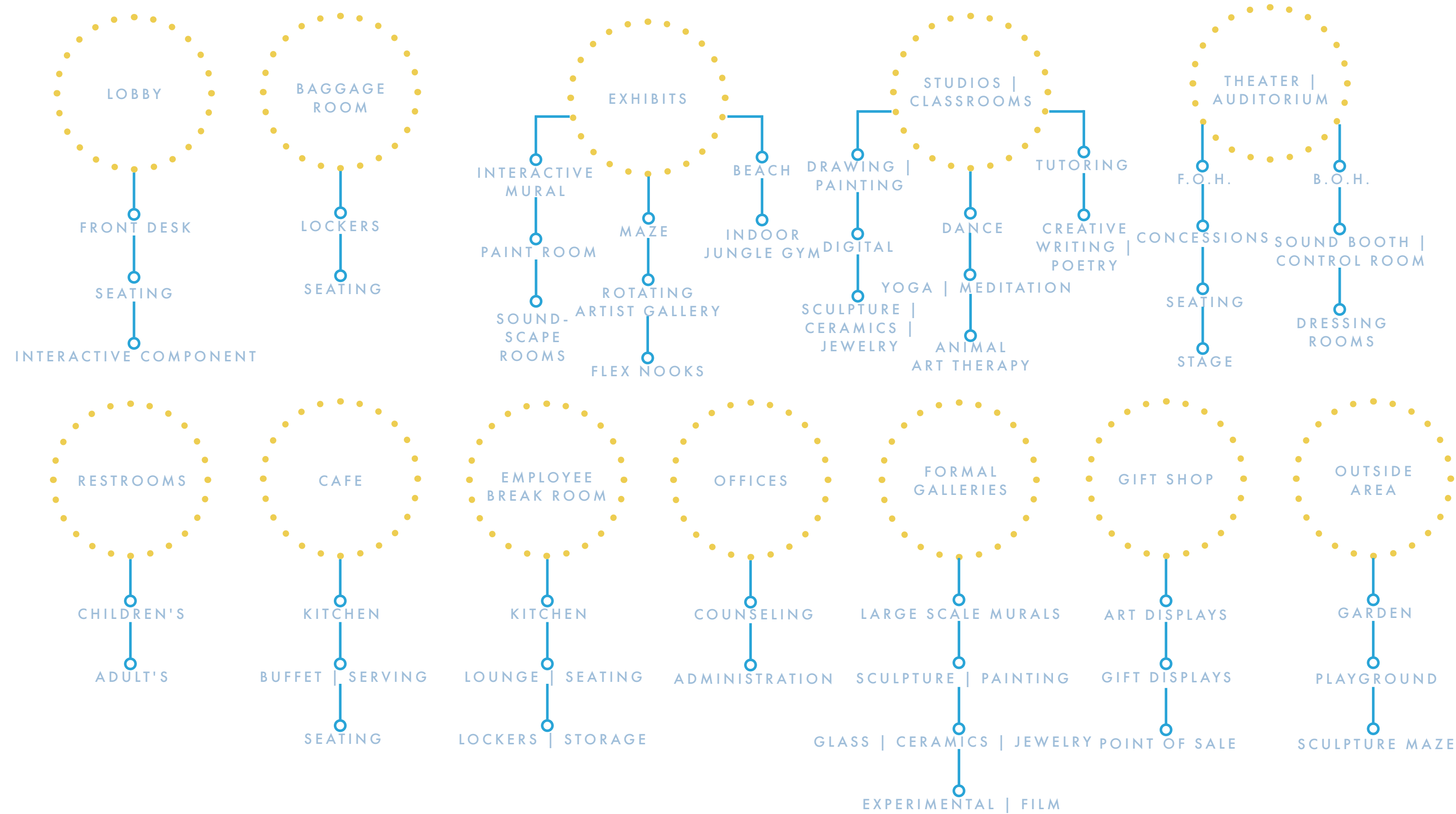
PHASE III

- PART 1 | PROGRAMMING
- PART 2 | SITE ANALYSIS
- PART 3 | BUILDING ANALYSIS

PROGRAMMING | BASIC

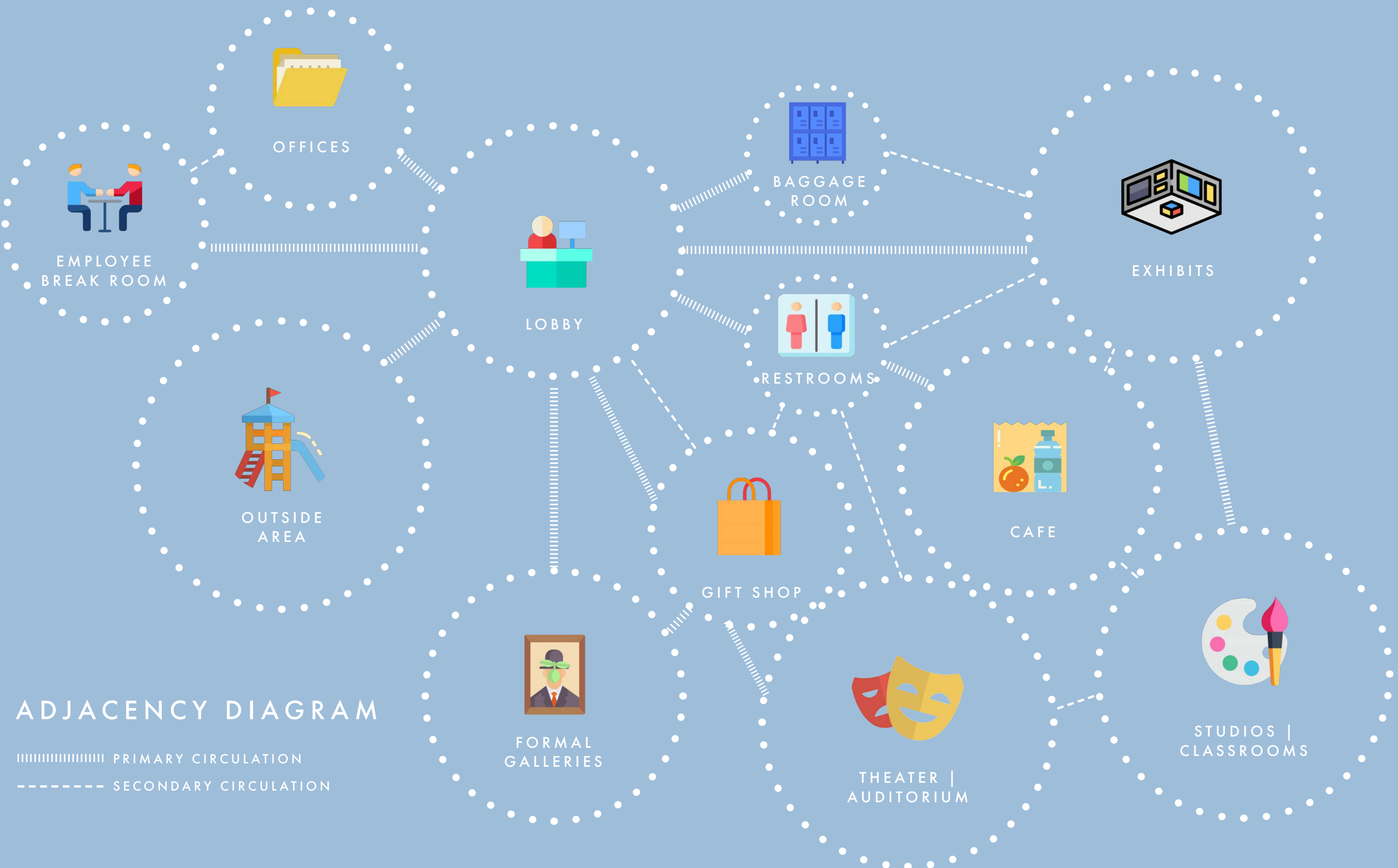


PROGRAMMING | SPECIFIC



ADJACENCY DIAGRAM

===== PRIMARY CIRCULATION
 ----- SECONDARY CIRCULATION



OCCUPANCY CALCULATIONS

TOTAL SQUARE FOOTAGE:

20,000

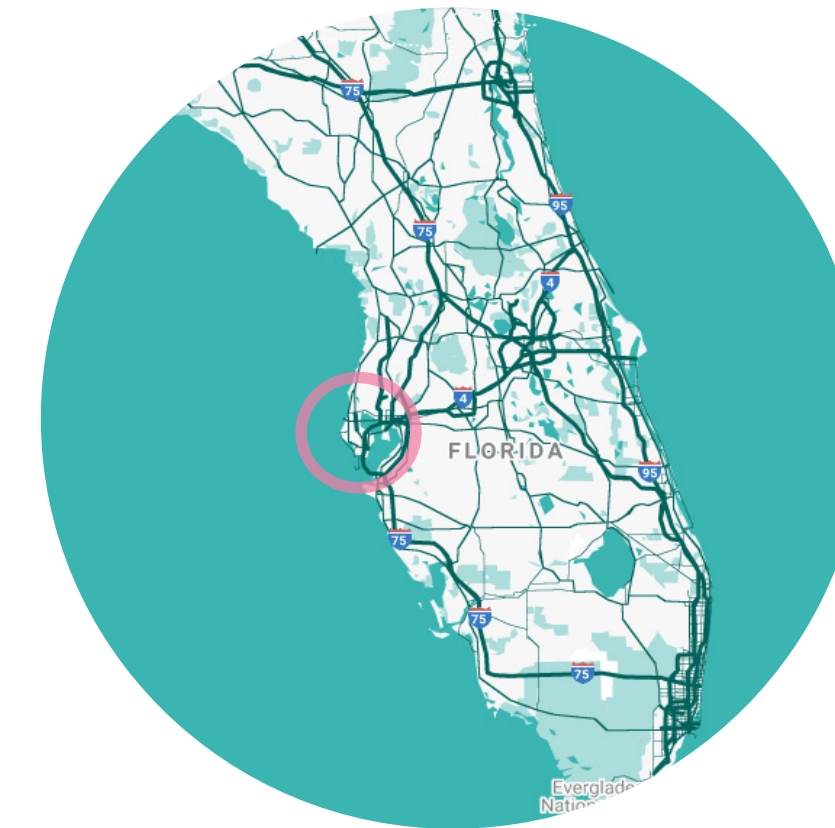
TOTAL NUMBER OF OCCUPANTS:

1,351

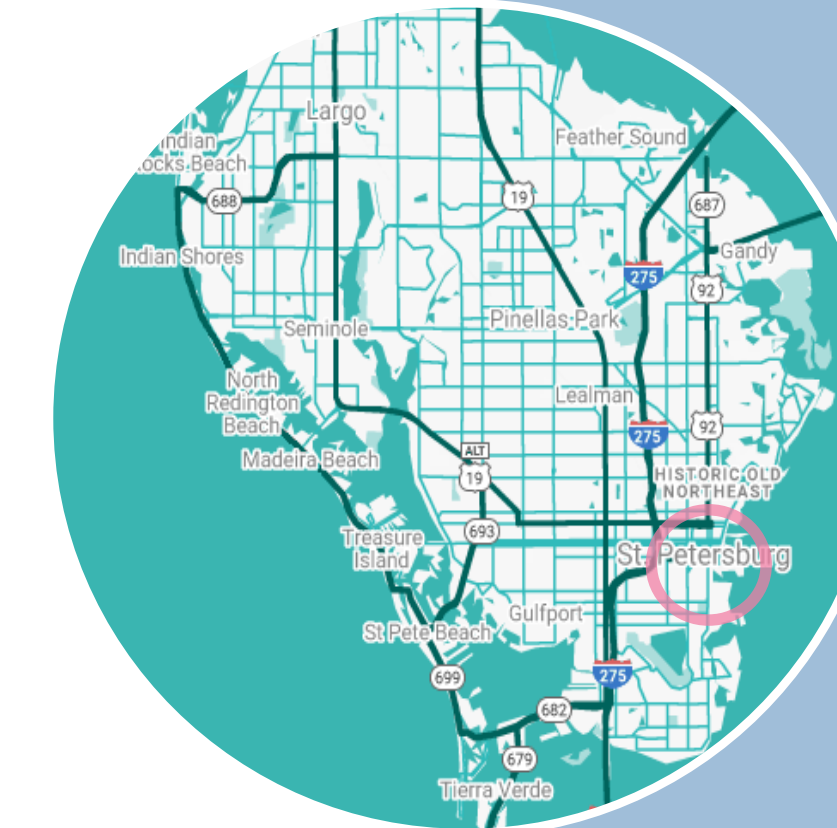
CLASSIFICATION	ROOM	LOAD FACTOR	SQUARE FOOTAGE	OCCUPANCY LOAD
A-1 ASSEMBLY	LOBBY	3 NET	1,000	$1,000 / 3 = 333.3$
S-1 STORAGE LOCKER ROOMS	BAGGAGE ROOM	50 NET	500	$500 / 50 = 10$
A-3 ASSEMBLY MUSEUM, EXHIBITION	EXHIBITS	15 NET	4,000	$4,000 / 15 = 266.7$
E- EDUCATIONAL	STUDIOS CLASSROOMS	40 NET	3,000	$3,000 / 40 = 75$
A-2 ASSEMBLY FOOD & DRINK CONSUMPTION	CAFE	12 NET	2,000	$2,000 / 12 = 166.7$
A-1 ASSEMBLY THEATERS	THEATER AUDITORIUM	8 NET	2,000	$2,000 / 8 = 250$
B BUSINESS	EMPLOYEE BREAK ROOM	15 NET	500	$500 / 15 = 33.3$
B BUSINESS	OFFICES	125 NET	1,500	$1,500 / 125 = 12$
A-3 MUSEUM, EXHIBITION	FORMAL GALLERIES	15 NET	2,500	$2,500 / 15 = 166.7$
M MERCANTILE RETAIL	GIFT SHOP	30 NET	500	$500 / 30 = 16.7$
A-5 ASSEMBLY OUTDOOR ACTIVITIES	OUTSIDE AREA	125 NET	3,000	$3,000 / 125 = 24$

SITE ANALYSIS

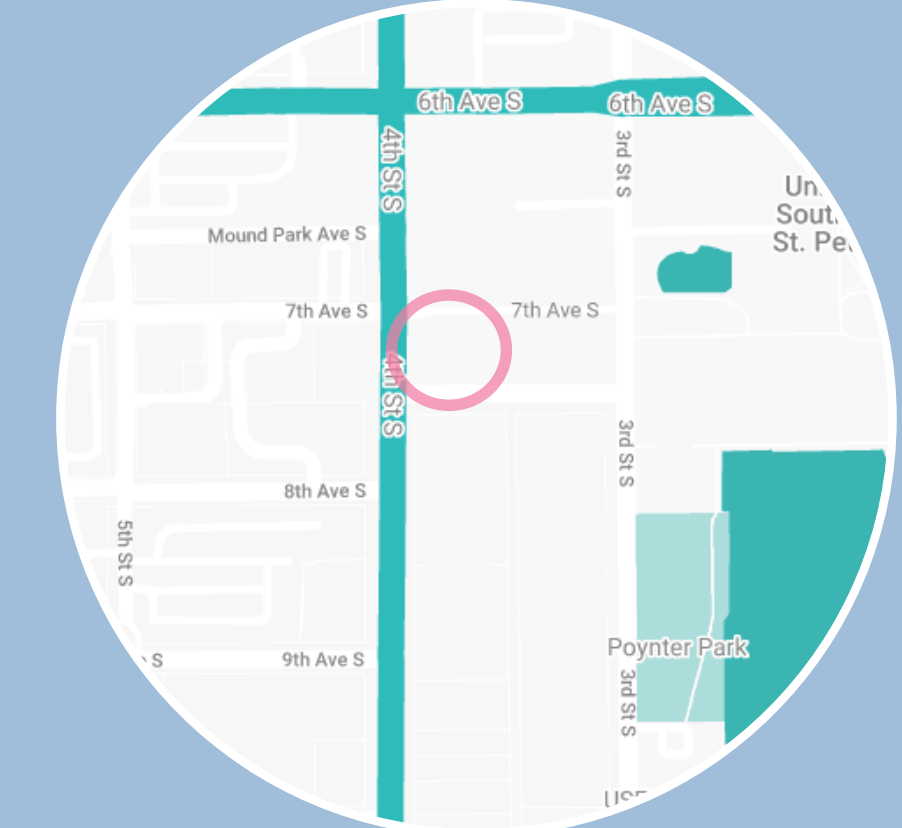
700 4TH ST S, ST. PETERSBURG, FL 33701



FLORIDA, USA



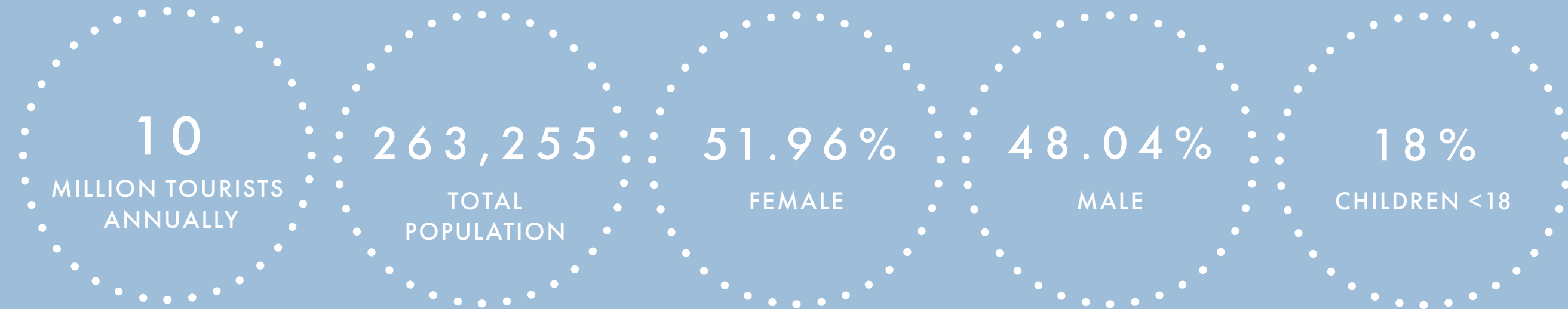
ST. PETERSBURG, FLORIDA



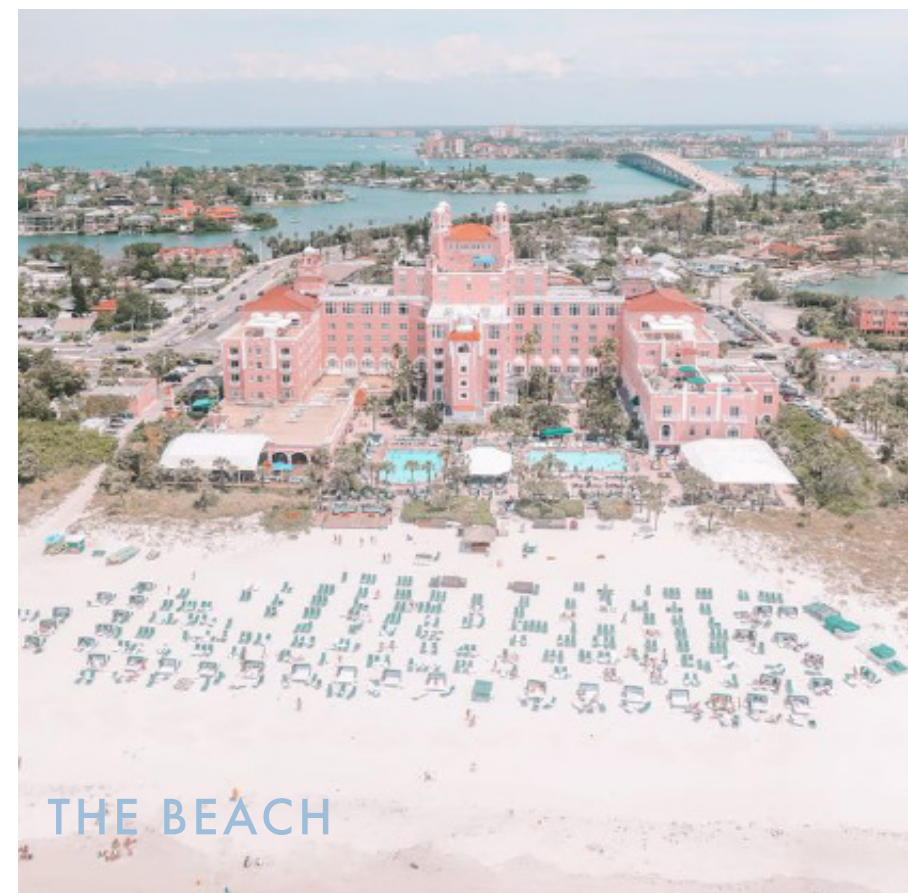
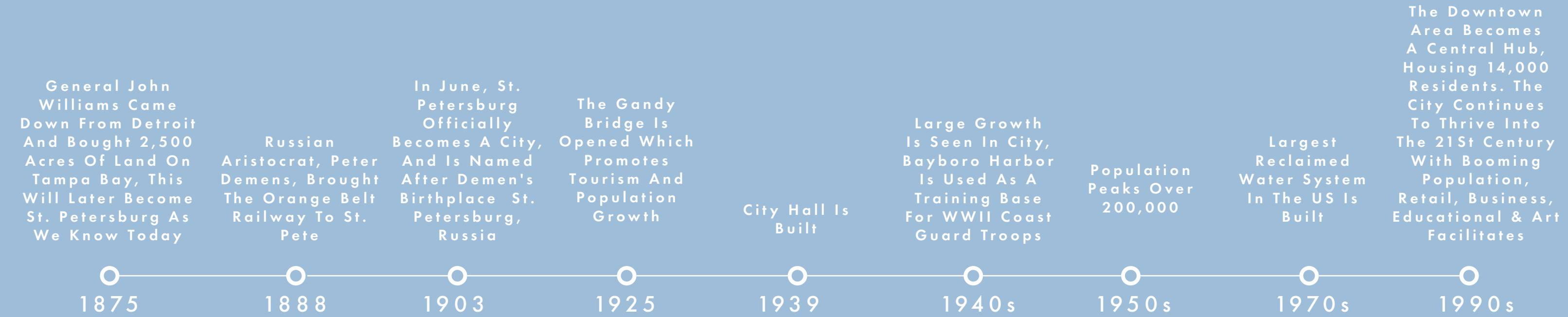
700 4TH ST. S.

ST. PETERSBURG, FLORIDA

"THE SUNSHINE CITY"



ST. PETERSBURG'S HISTORY



NOTABLE ARCHITECTURE



CLIMATE

The Climate In St. Petersburg Florida Is Pretty Favorable, With The Majority Of Days Being Sunny And On The Warmer Side.

Being Part Of The Tampa Bay And Very Near The Gulf The Temperature In St. Pete Is Generally Cooler Than Other Parts Of Florida.

This Makes For A Favorable Climate For This Project Type, Especially When It Comes To The Outdoor Activities That Will Be Included Within The Sight.

Utilization Of Natural Light Will Be Easy To Achieve Due To The Amount Of Average Sunlight Received In This Area.

Two Drawbacks Of This Climate Type However Would Be The Rainfall And Humidity Levels. St. Pete Receives A Higher Amount Of Rainfall Yearly With 51 Inches, As Compared To The Us Average Of 38 Inches. Humidity Control Will Be Something I Will Have To Address, Especially When It Comes To The Gallery Spaces That Will Be Housing Temperature Sensitive Art Works.



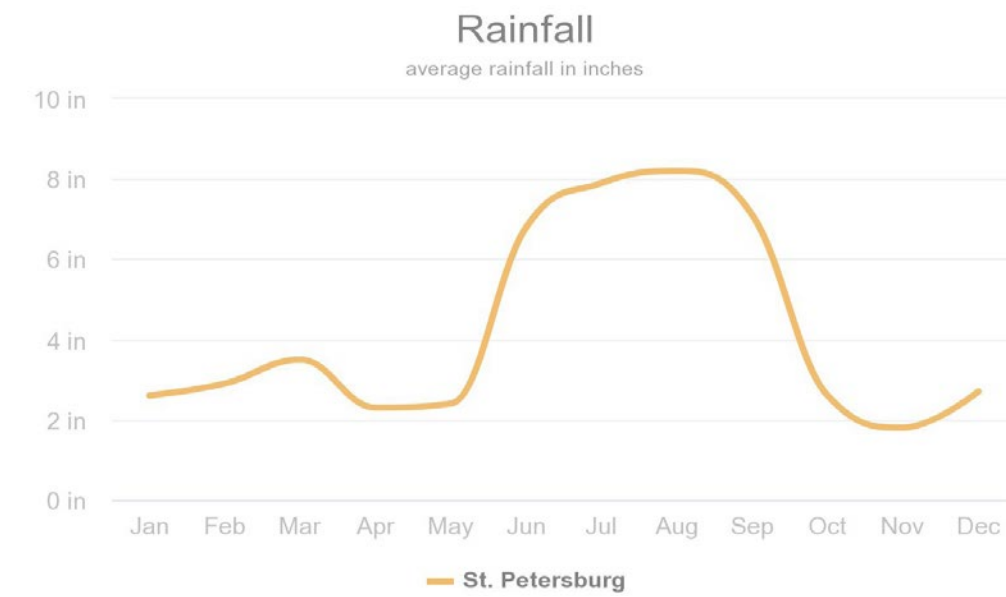
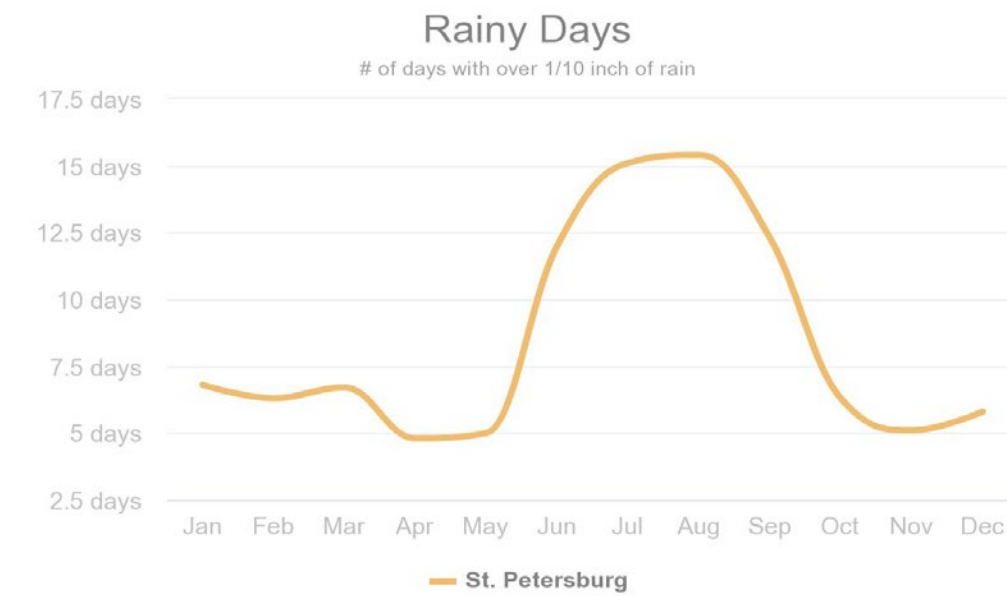
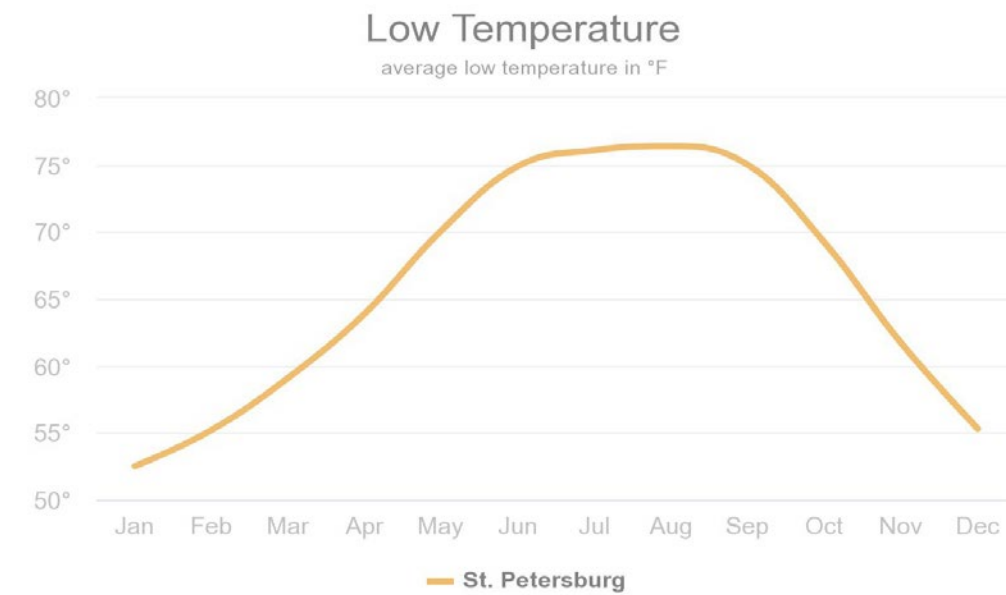
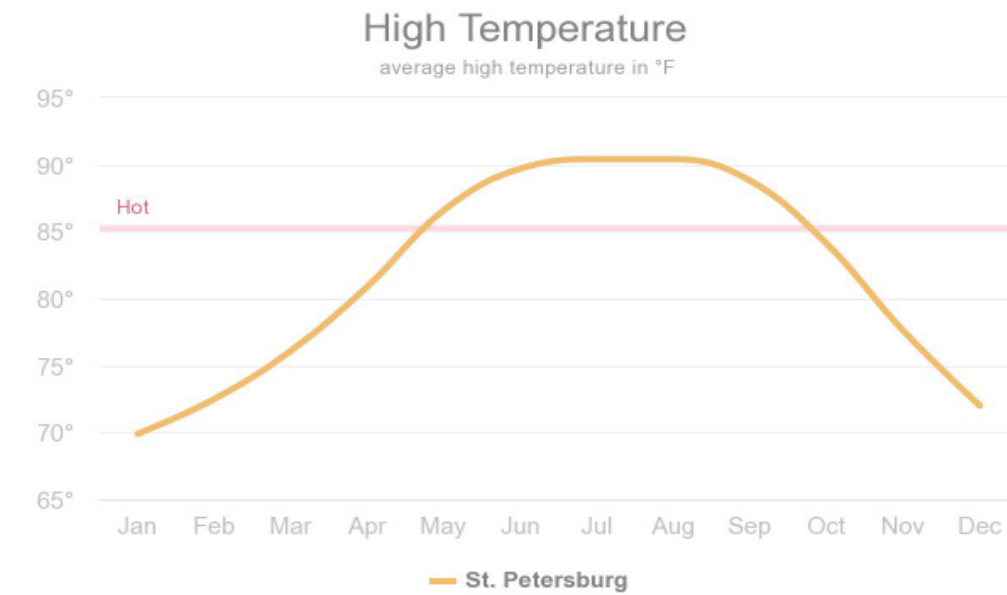
SUMMER HIGH

WINTER LOW

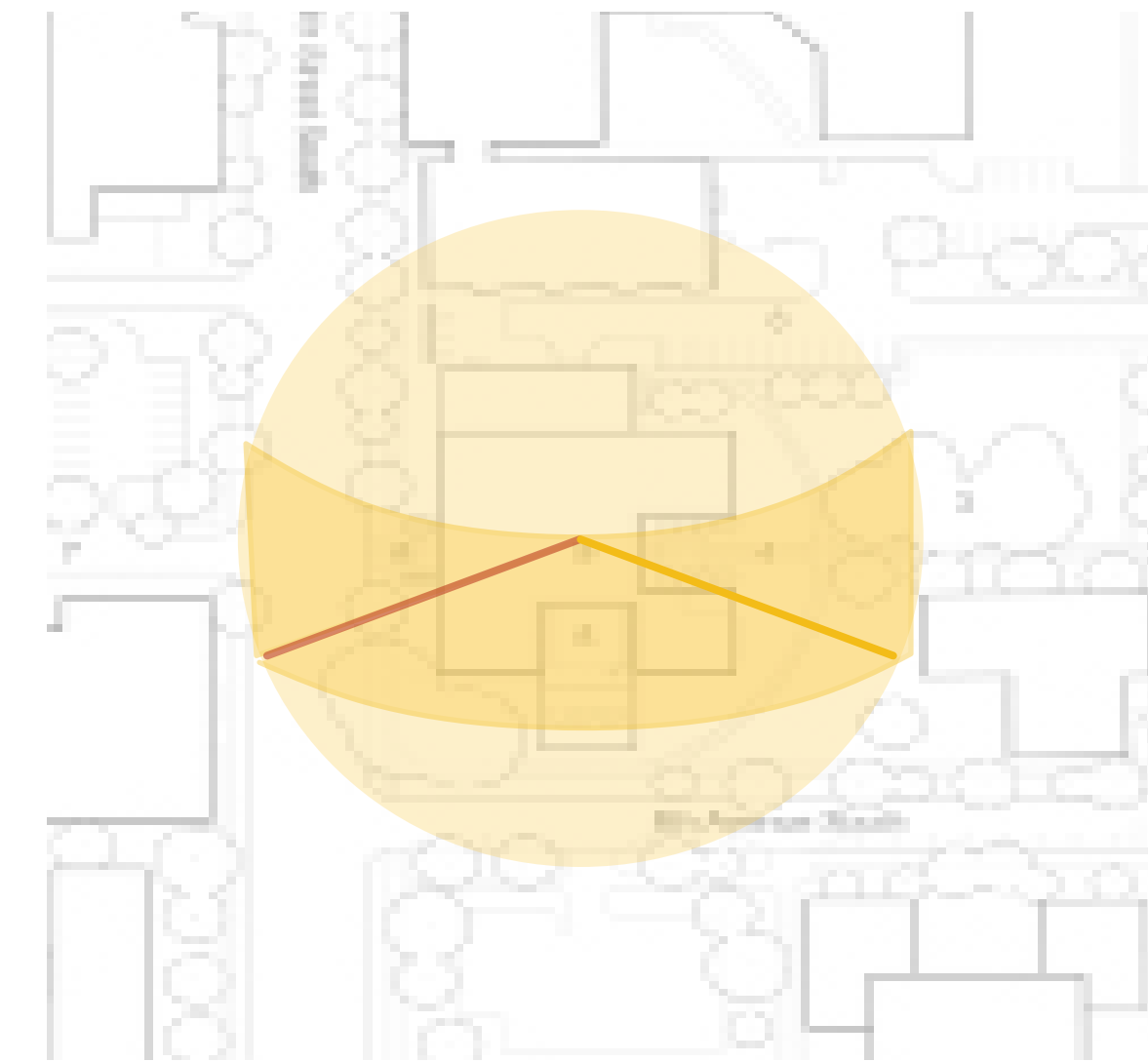
COMFORT INDEX

AVERAGE ANNUAL RAINFALL

SUNNY DAYS ANNUALLY

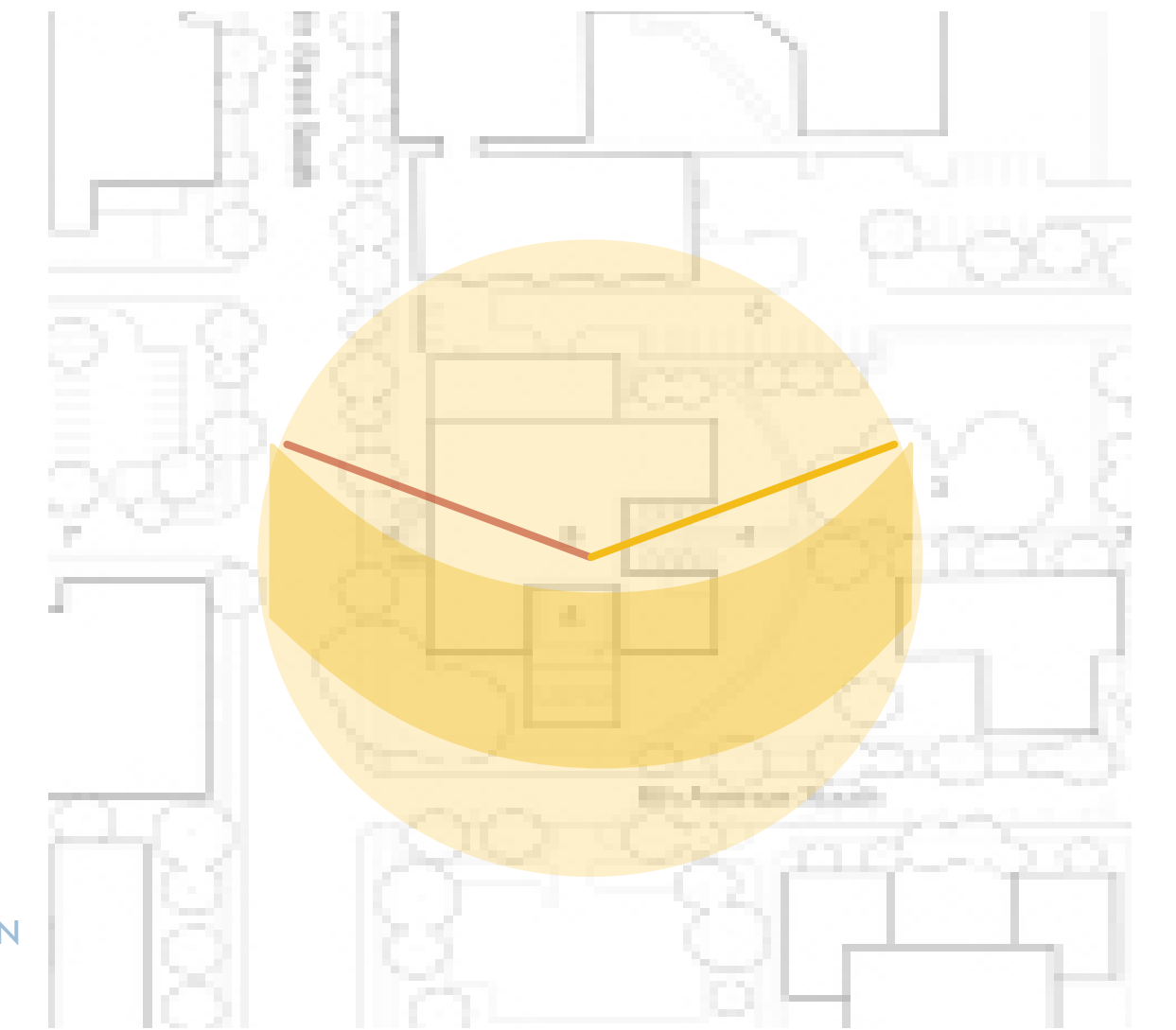


SUN PATHS



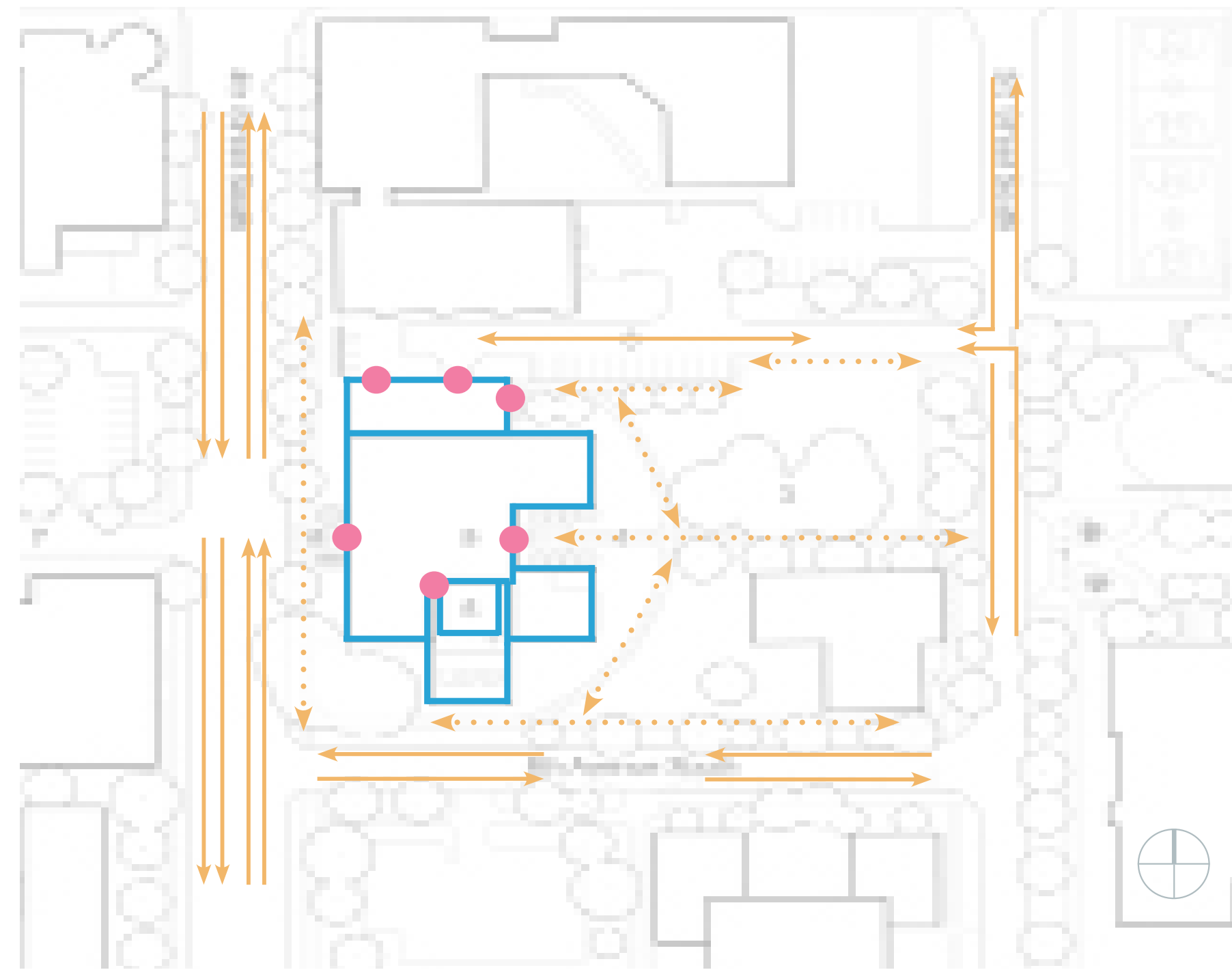
JANUARY

DAWN 6:20
 SUNRISE 6:46
 SOLAR NOON 1:37
 SUNSET 8:29
 DUSK 8:55



JULY

6:58 DAWN
 7:23 SUNRISE
 12:41 SOLAR NOON
 5:59 SUNSET
 6:24 DUSK



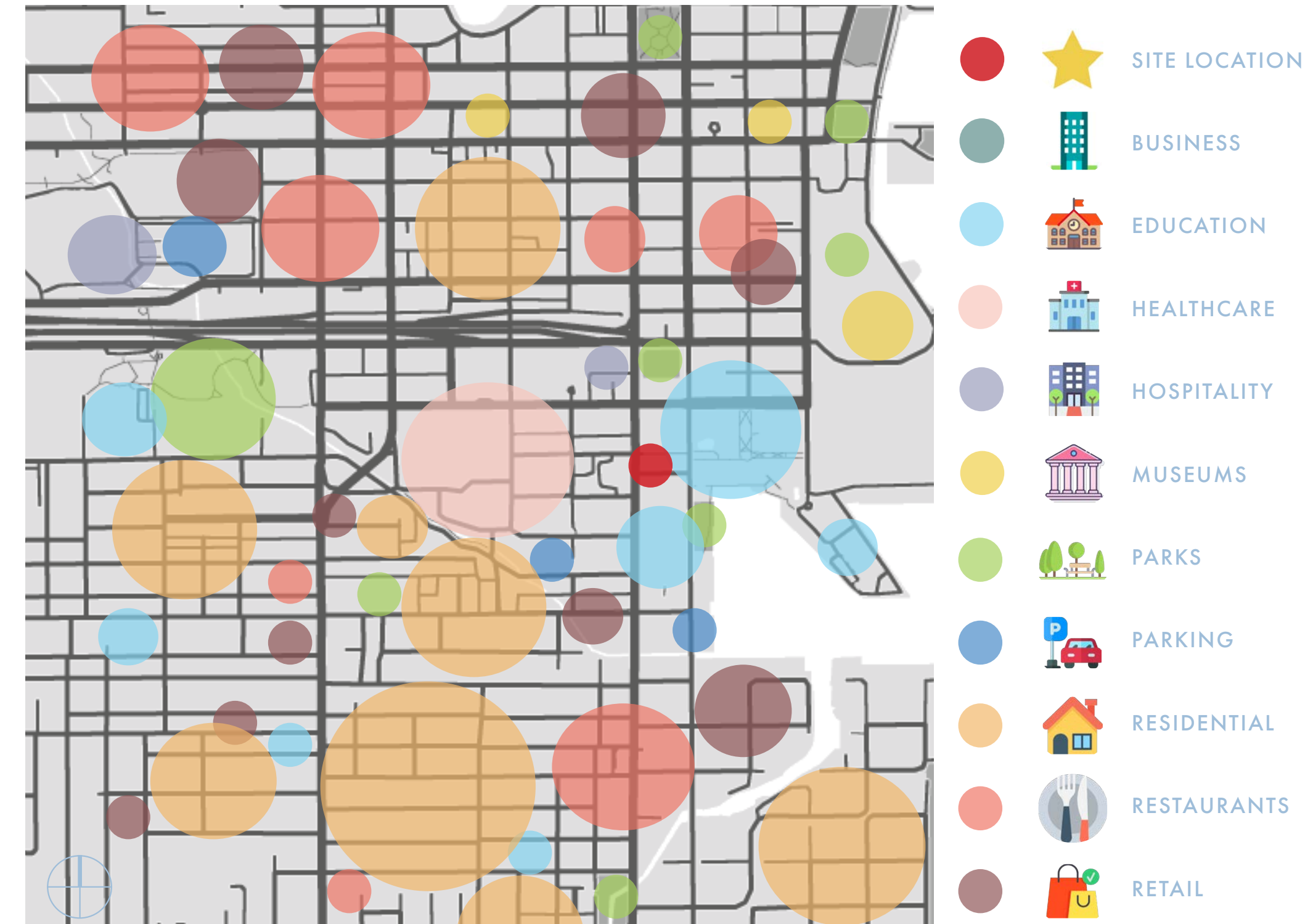
- PEDESTRIAN TRAFFIC
- VEHICULAR TRAFFIC
- ENTRY | EXIT POINTS

CIRCULATION & ACCESSIBILITY

The Site Is Located Near A Large Four Lane Street, 4Th St S., As Well As Two Smaller Roads, 3Rd St. S. And 8Th Ave S. Which Makes The Site Easily Accessible By Vehicles. There Is Also A Designated Parking Lot On The North Side Of The Building, Along With Public Parking Located Only A Few Blocks Away. There Are Sidewalks Connecting To All Exterior Entrances To The Building, Encouraging Pedestrian And Foot Traffic.

The Main Entry | Exit Point Is On The Eastern Side Of The Building, But There Are Entry Points Located On All Four Facades, Making It Easy To Enter Into The Space No Matter Which Direction You Are Traveling From

The Site Is Located On A Plot Of Land That Features A Lot Of Greenery & Shade, Making It A Pleasant, Welcoming Area For Pedestrians



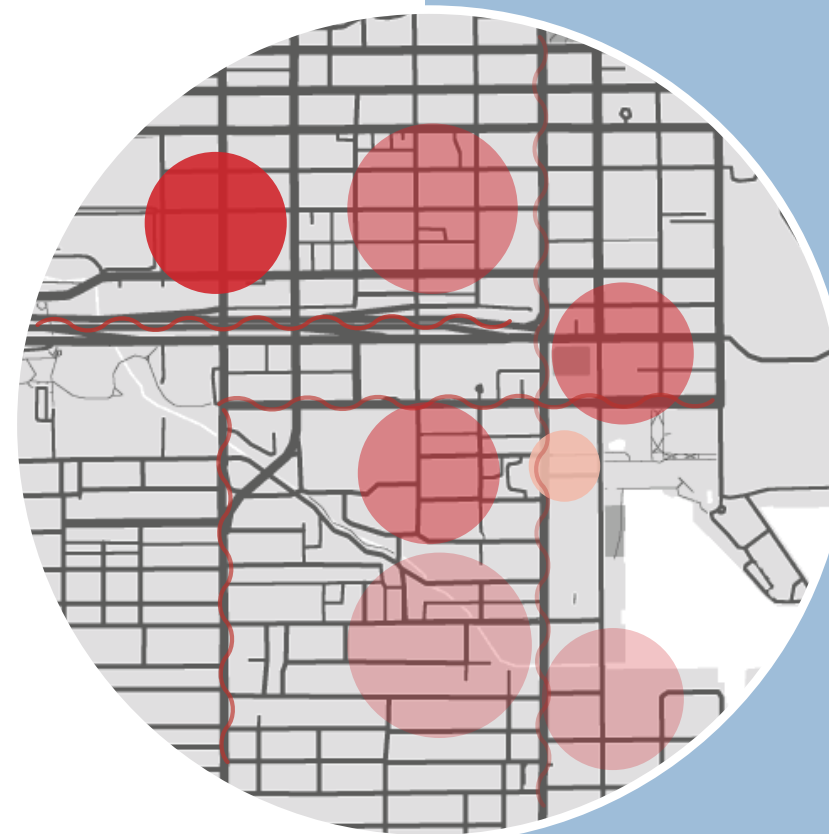
Located Between Downtown And Old Southeast St. Petersburg. The Site Is Surrounded By Mostly Educational And Healthcare Facilities With Residential Areas Located To The West And South. It Is In A Quieter Area, With The Hustle And Bustle Of Downtown Not Too Far, Just A Few Miles North. The Arts District Is Located To The North East, Making This The Perfect Location For A Children's Museum & Educational Center, This Facility Type With Blend In Nicely, Being Near The Adult Centric Arts Community As Well As The University Of St. Pete Campus. Near The Site Are Many Child Friendly Locations; The Harbor, A Library, & A Park, Making It A Very Safe Location While Still Being In The Vicinity Of Some Of The Lowest Rated Elementary Schools In Pinellas County.

SURROUNDINGS

SITE ANALYSIS



SUN PATH



NOISE POLLUTION



WIND PATH

BUILDING ANALYSIS

700 4TH ST S, ST. PETERSBURG, FL 33701

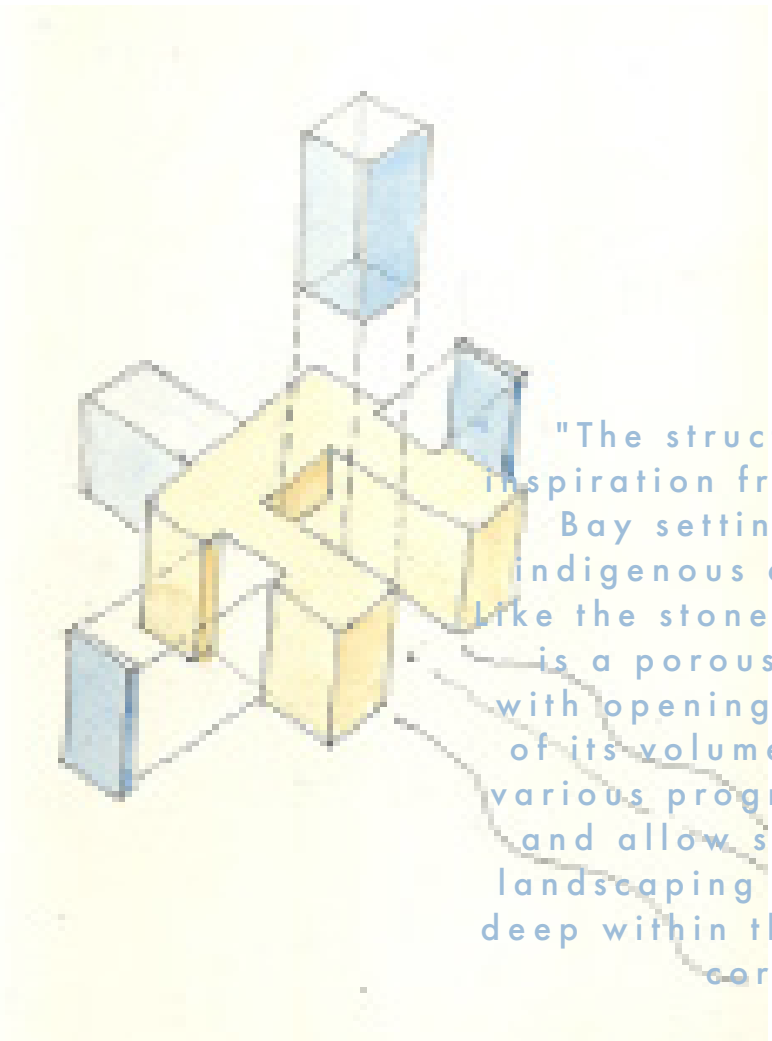
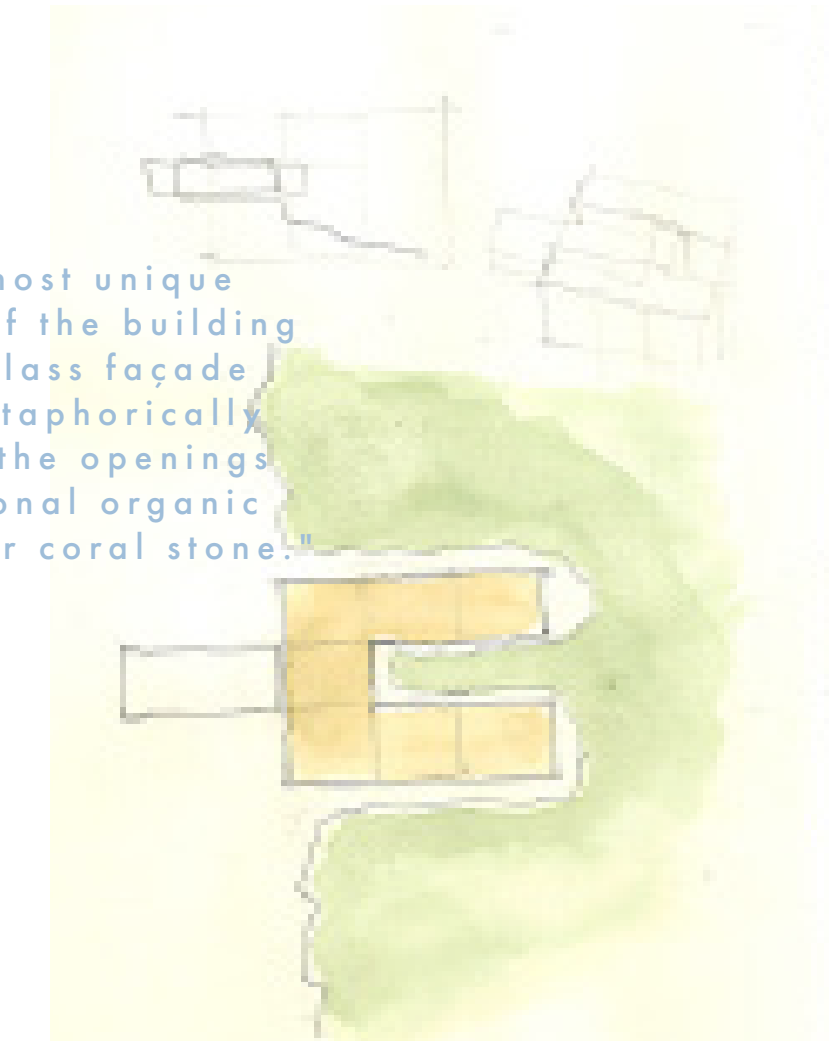
Firm: ikon.5 architects

Year: 2017

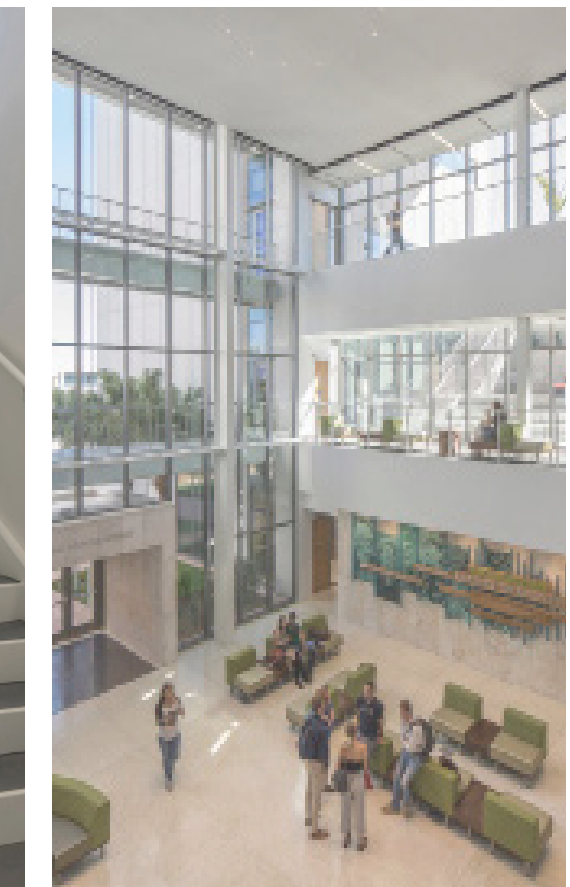
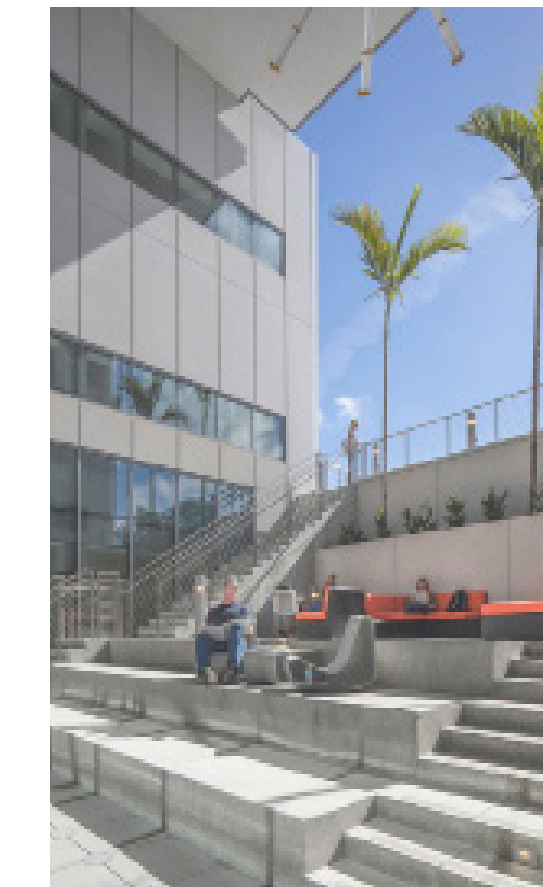
Size: 68,800 Total SF

Current Use: USF St. Pete's
College of Business

"The most unique feature of the building is its glass façade that metaphorically recalls the openings in regional organic coquina or coral stone."



"The structure takes inspiration from its Tampa Bay setting and the indigenous coral stone. Like the stone, the building is a porous container with openings carved out of its volume that house various program elements and allow sunlight and landscaping to penetrate deep within the structure's core."



BUILDING ANALYSIS

EXTERIOR
MATERIALITY
PRINCIPLES | ELEMENTS OF DESIGN



EAST FACADE



SOUTH FACADE



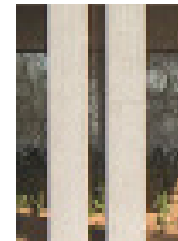
WEST FACADE

LINEAR | GEOMETRIC | MODULAR
SYMMETRICAL DESIGN
PROMINENT GRID SYSTEM
SHAPES WITHIN SHAPES
REPETITION OF SQUARE | RECTANGULAR FORMS

CORAL STONE EXTERIOR WALLS
CONCRETE SUPPORTS
CURTAIN WALL SYSTEM COMPOSED OF A STEEL FRAME & DECORATIVE GLASS PANELS
CREATES A RIGID YET LIGHT LOOK TO THE EXTERIOR



PATTERNED GLASS PANELS



CONCRETE



STEEL FRAME

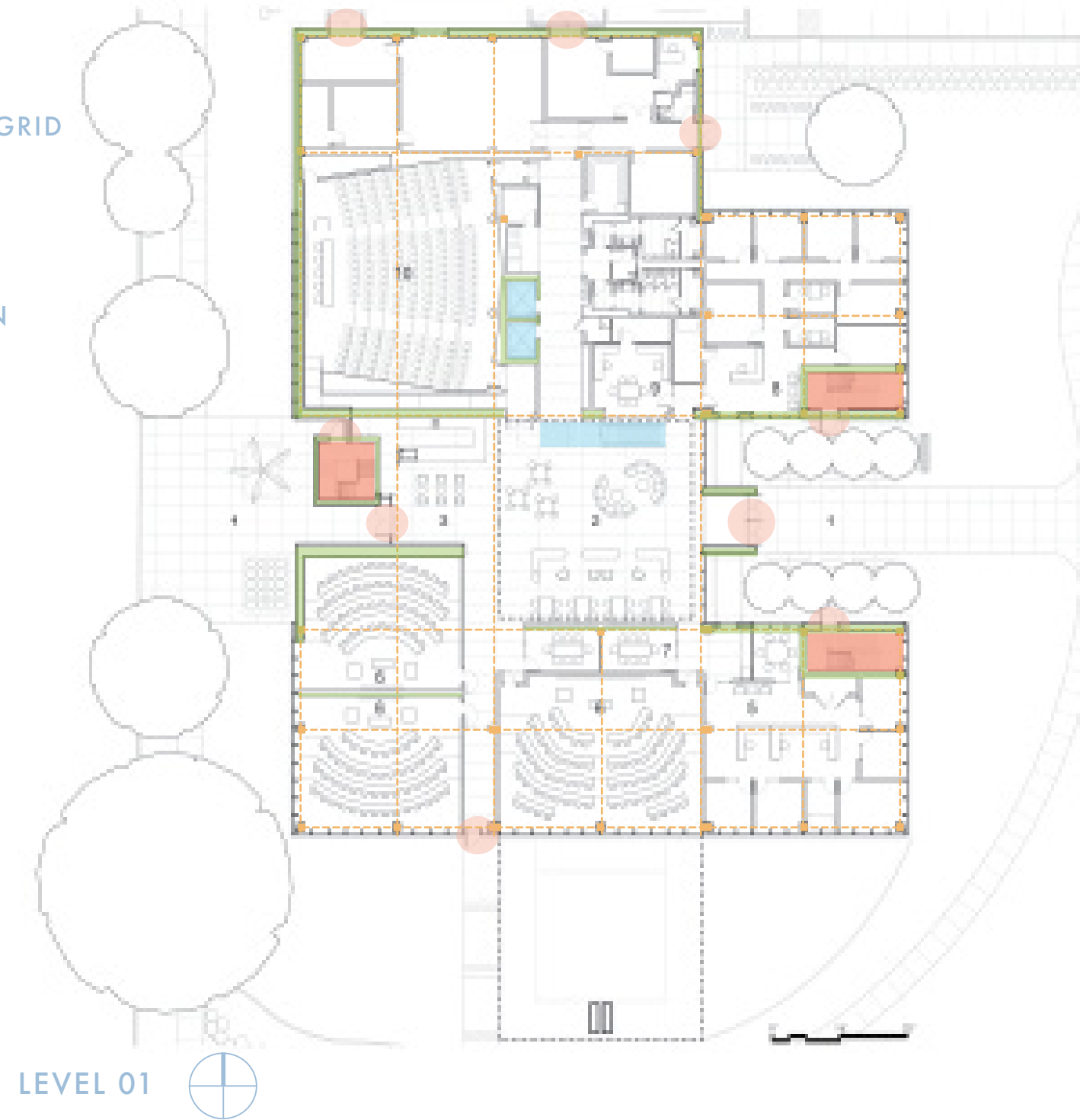


CORAL STONE

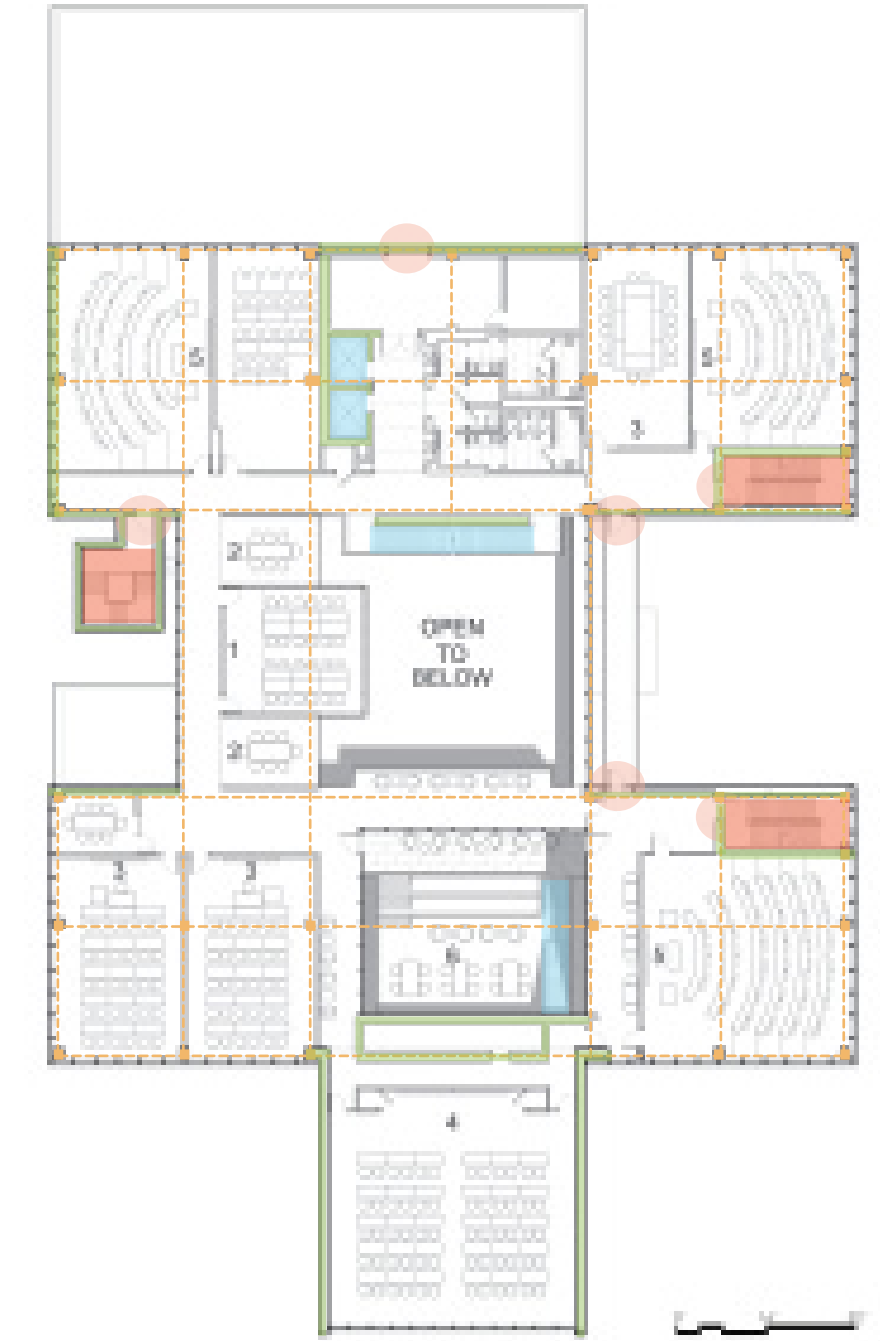
BUILDING ANALYSIS

STRUCTURAL SYSTEMS
ENTRY | EXIT | CIRCULATION
FIRE SAFETY

- COLUMNS | COLUMN GRID
- LOAD-BEARING WALLS
- ENTRY | EXIT POINTS
- FIRE SAFETY
- VERTICAL CIRCULATION



LEVEL 01



LEVEL 02

BUILDING ANALYSIS

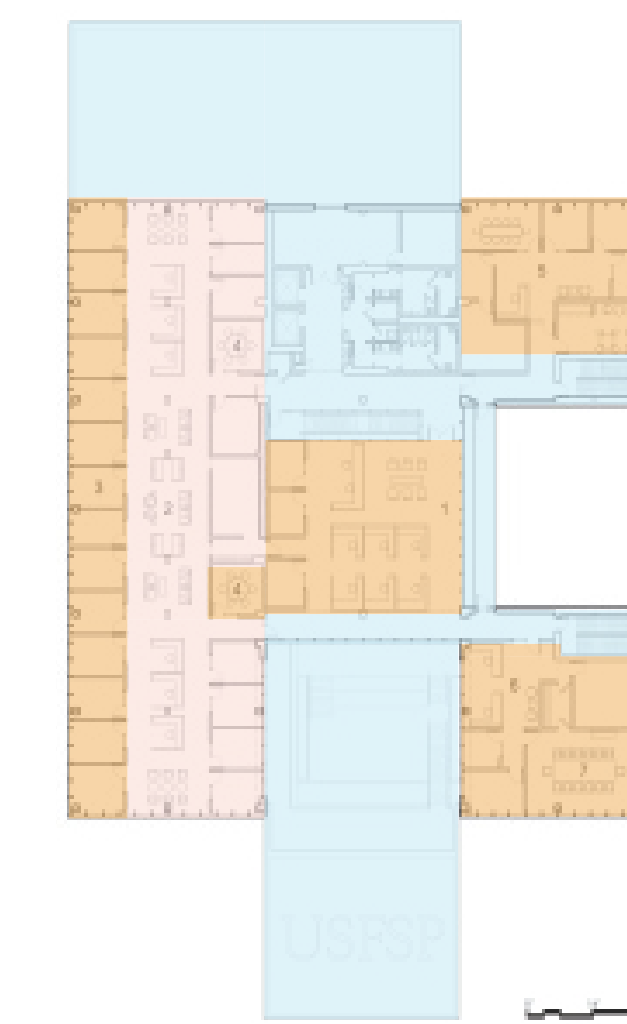
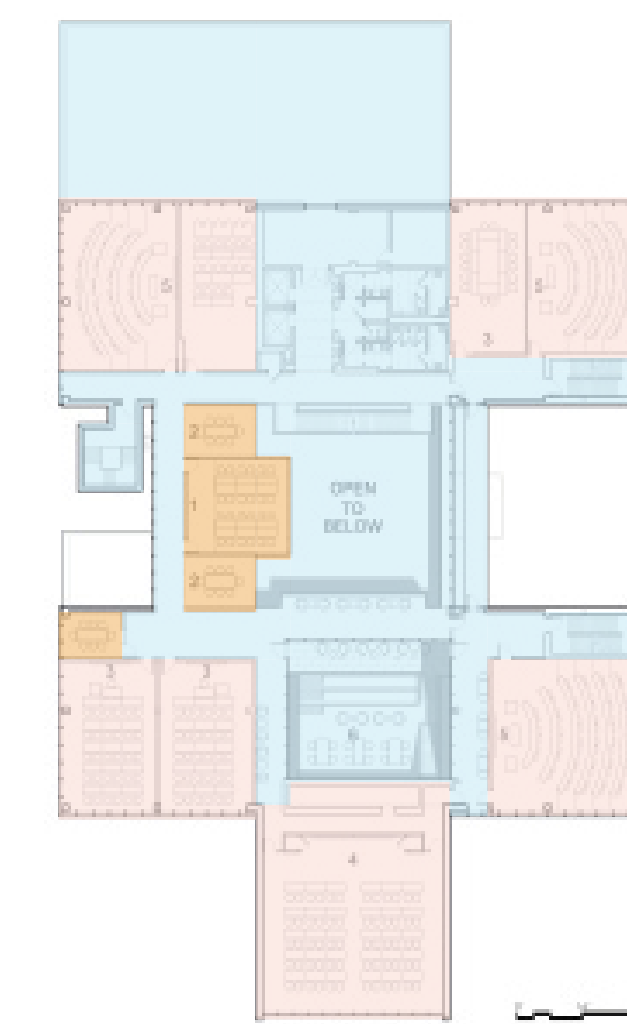
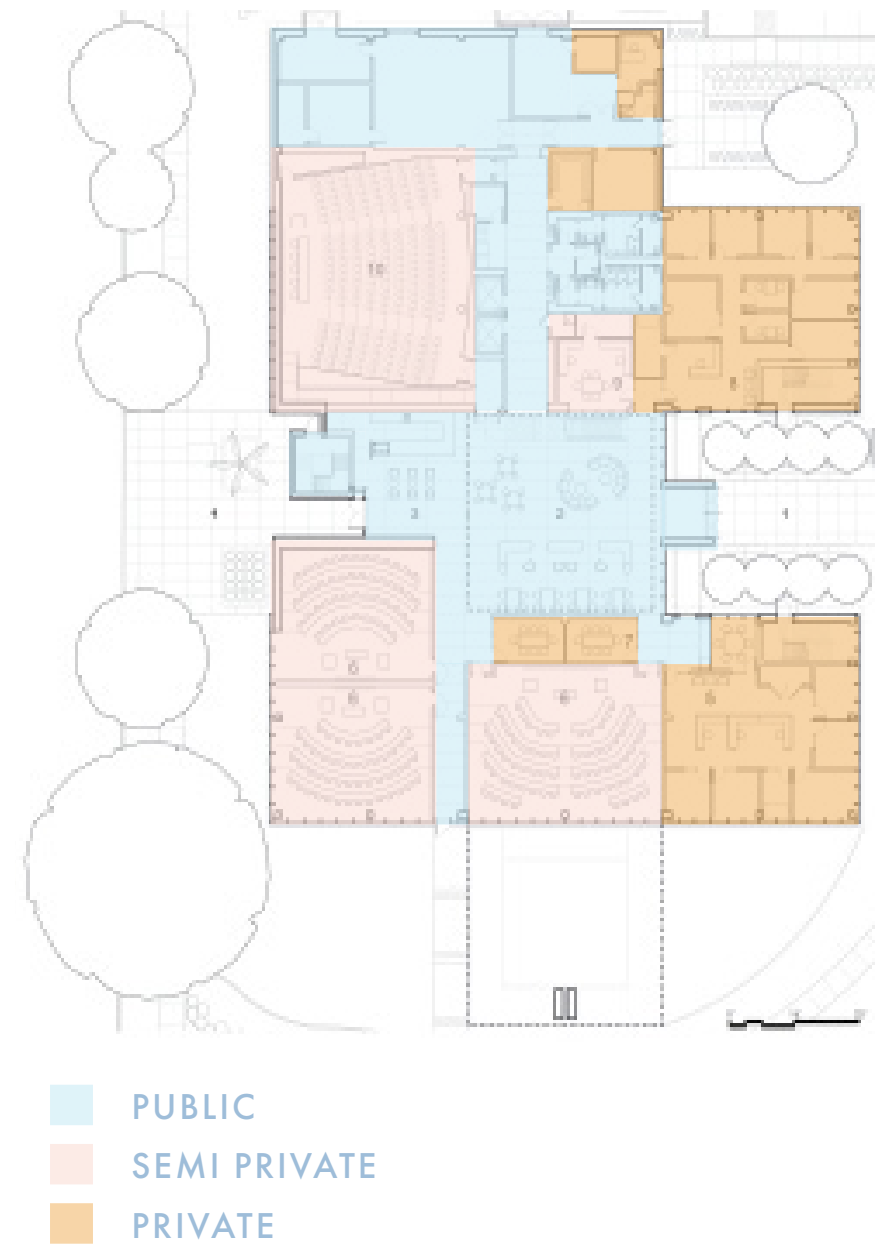
STRUCTURAL SYSTEMS
ENTRY | EXIT | CIRCULATION
FIRE SAFETY

- COLUMNS | COLUMN GRID
- LOAD-BEARING WALLS
- ENTRY | EXIT POINTS
- FIRE SAFETY
- VERTICAL CIRCULATION



BUILDING ANALYSIS

HIERARCHY OF SPACE



As The Building Stands Now, It Is Broken Into An Almost Grid Like System, With The Main Public Open Spaces Concentrated In The Center. The Semi Private Spaces, Like Classrooms Or Collaborative Spaces, And Private Spaces, Like Offices, Are Placed On The Corners So That These Spaces Have Access To The Most Window Space, Giving People Great Views And Natural Light.

The Main Means Of Vertical Circulation Are Placed In The Center As Well The North End , With Egress Stairs Places A The Western Side, Northeastern, And Southeastern Corners Of The Building

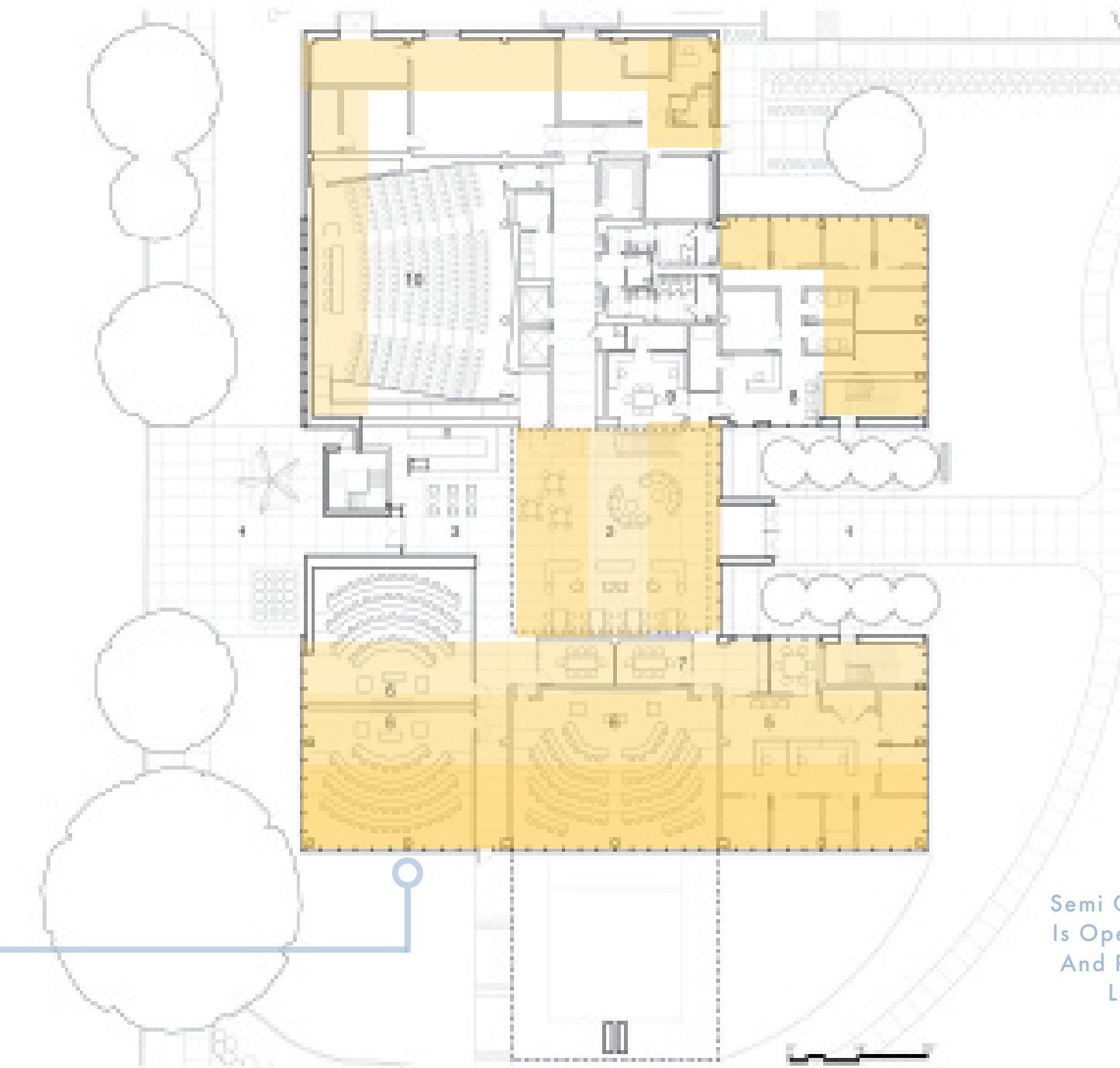
BUILDING ANALYSIS

SUN PATHS | NATURAL LIGHT

● NATURAL LIGHT

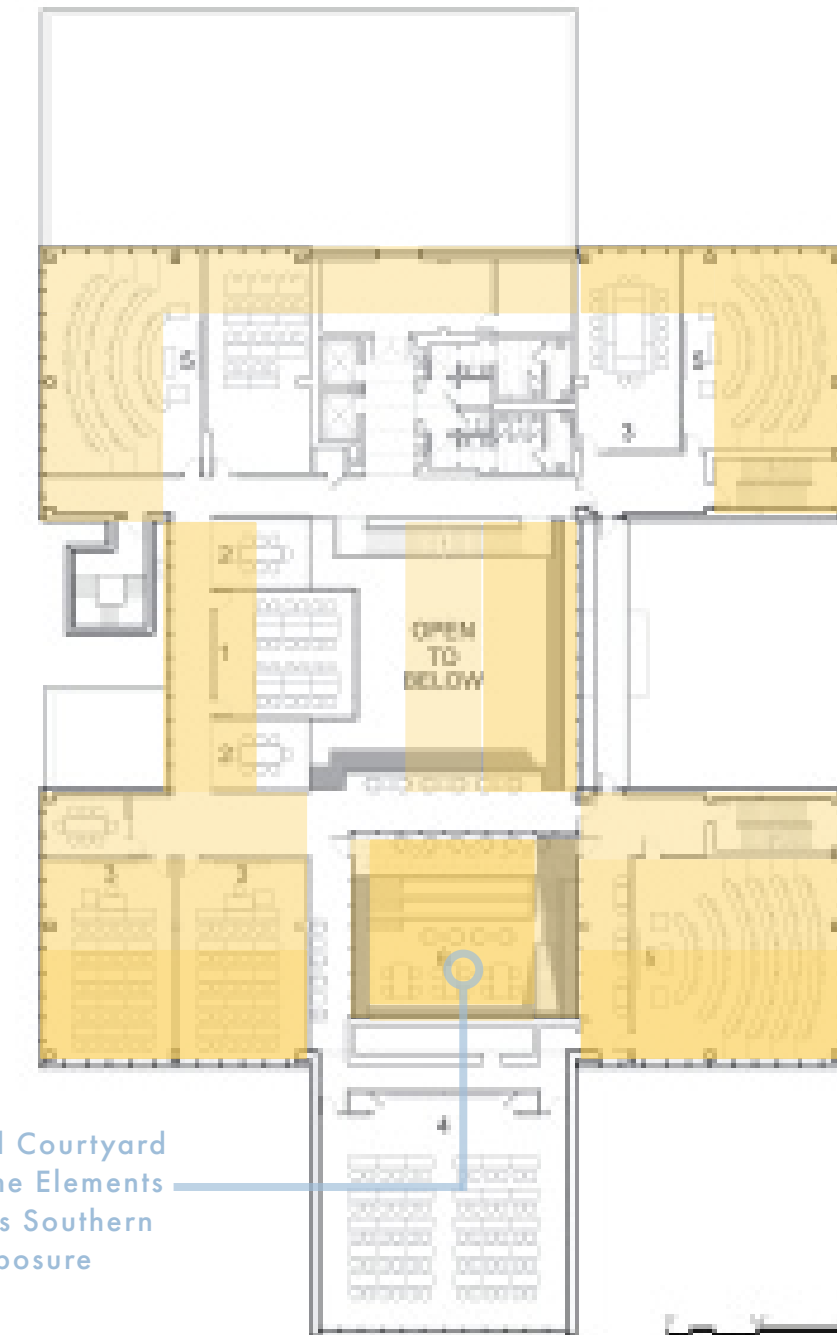
The Majority Of The Exterior Facade Is A Curtain Wall Systems Comprised Of Patterned Glass Panels, That Allow For Flooding Of Natural Light Into The Interior

During The Day The Southern Facade Of The Building Will Be Prone To The Most Sun Exposure, And Will Receive The Most Amount Of Natural Light



LEVEL 01

Semi Covered Courtyard Is Open To The Elements And Receives Southern Light Exposure



LEVEL 02

BUILDING ANALYSIS

SUN PATHS | NATURAL LIGHT

● NATURAL LIGHT

The Souther Facade Will Receive The Most Amount Of Sunlight During The Year And For The Majority Of The Day. The Eastern Facade Has The Benefit Of Greenery, The Large Oaks And Palm Trees Will Be Able To Provide Some Shade From The Sun

Light Floods Into Spaces Below From Central Open Core

Semi Private & Private Spaces Have Been Placed In The Corners Of The Building Nearest To The Most Amount Of Windows, Providing The Most Amount Of Natural Light To These Spaces

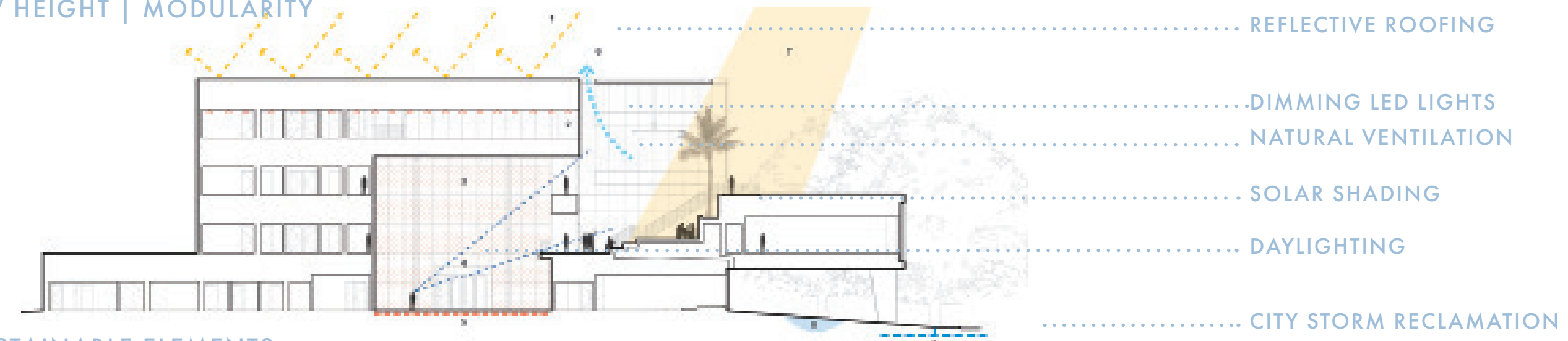


LEVEL 03

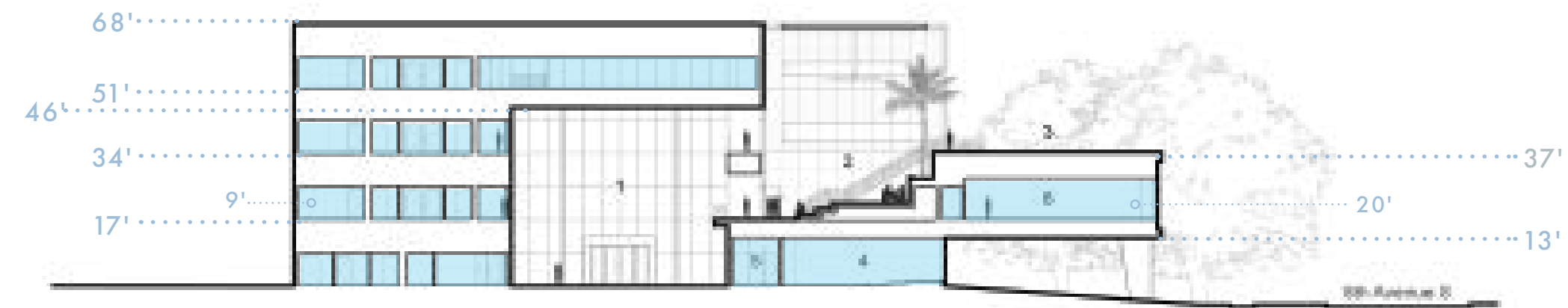
LEVEL 04

BUILDING ANALYSIS

CEILING HEIGHT
WINDOW HEIGHT | MODULARITY



SUSTAINABLE ELEMENTS



WEST SECTION



SOUTH SECTION

RHYTHM CREATED WITH
MODULAR WINDOW PATTERN
GRID COMPOSITION

PHASE IV

- PART 1 | CONCEPT
- PART 2 | PRECEDENT STUDIES
- PART 3 | SCHEMATIC DESIGN

CONCEPT DEVELOPMENT



OBJECTS TRAY

Children speak the language of the flowers and understand the whispers of the wind.

They're in tune with the subtle songs of the forest; they can listen to the trees, interpret the chatter of the rivers, and intuit the meaning of each sparkle of sun.

They don't have to be told to look for the magic in life. They can see it, feel it, and taste its sweetness everywhere.

Our job isn't to correct that, but to nurture it, to preserve it, and perhaps even to re-learn it.

Cristen Rodgers

"Everything is ceremony
in the wild garden of childhood."

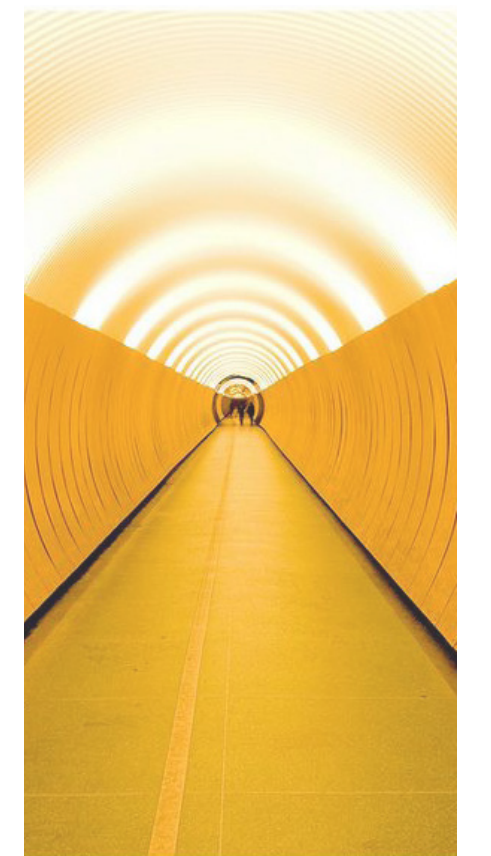
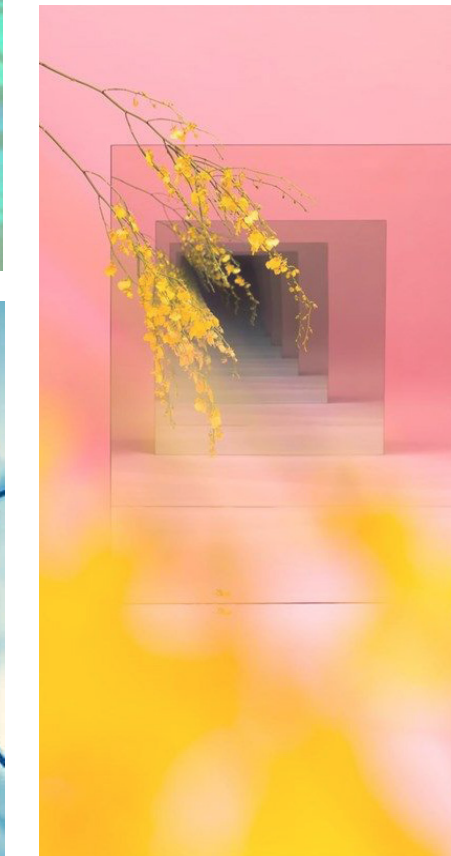
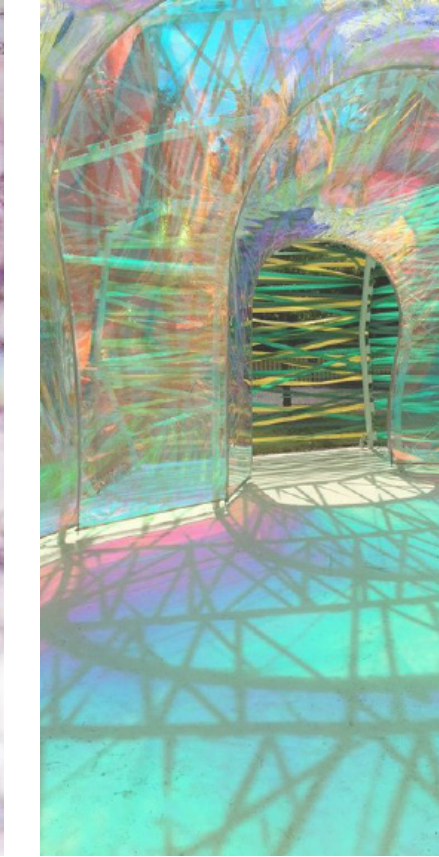
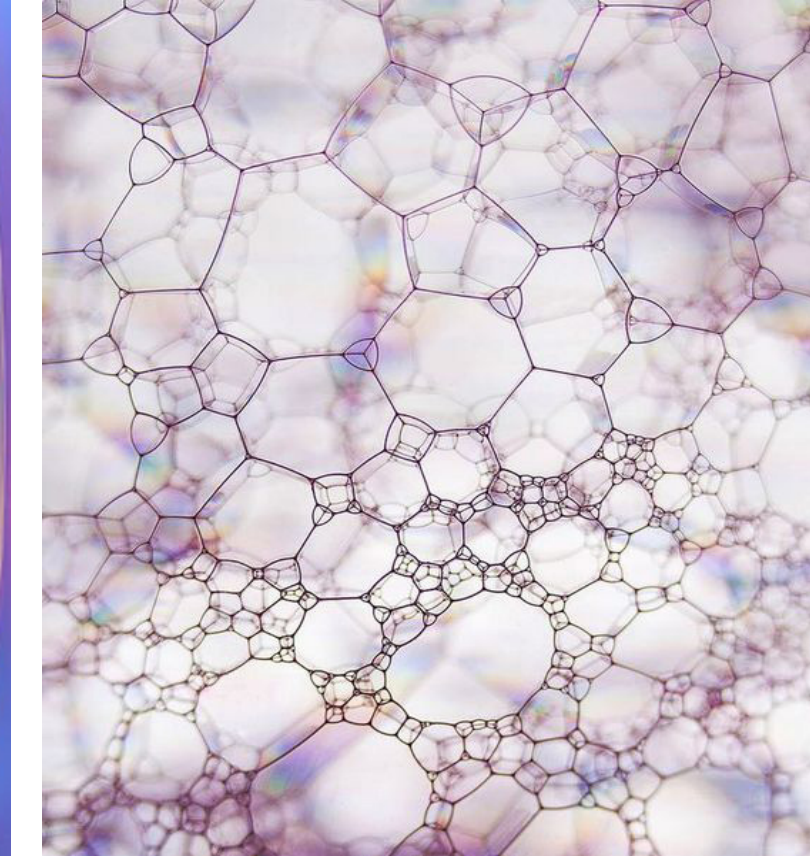
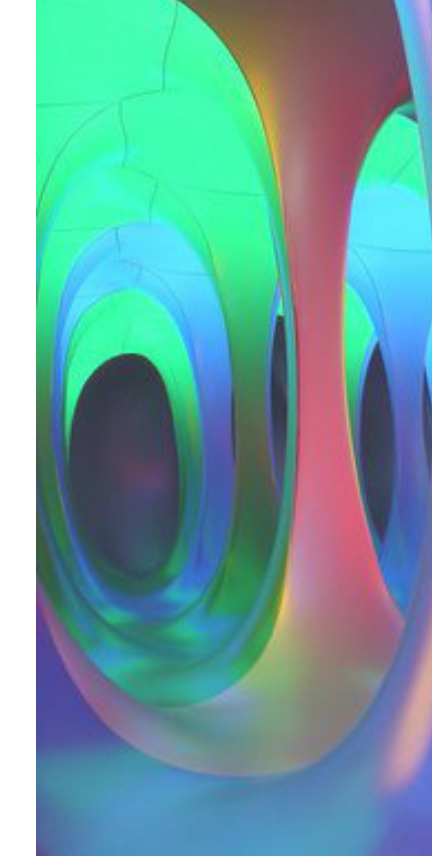
— Pablo Neruda

the child who is
not embraced by
the village will
burn it down to
feel its warmth

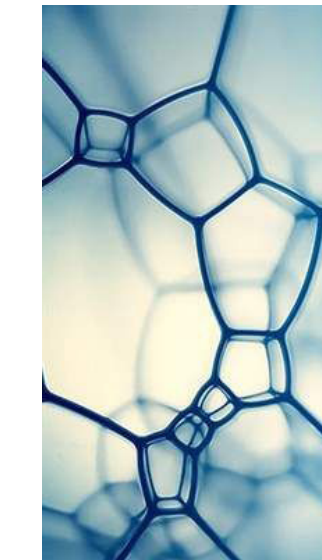
-african proverb

SERENDIPITOUS HAVEN

"A Safe Place To Explore"



With no clear path, **guided** only by **intuition** this space allows the user to **discover** something **unexpected**, whether that be something within themselves, a new talent, or a friend. Something they didn't know they needed, and were not looking for but have **found it here**. A **safe place** to **explore**, get **lost in imagination** and the splendor of space. A place to **grow**, to **flourish**.



PRECEDENT STUDIES



1 NOON AFTERSCHOOL | TACO TALLER DE ARQUITECTURA CONTEXTUAL



2 CAYTON CHILDREN'S MUSEUM | OFFICEUNTITLED

Light, neutral walls at natural wood custom furniture



Branding graphics reflected on interior walls and exterior fences



The playroom is bordered by low furniture that incorporates storage for children's belongings. This creates division of spaces as well as provide tactile sensations for the children.

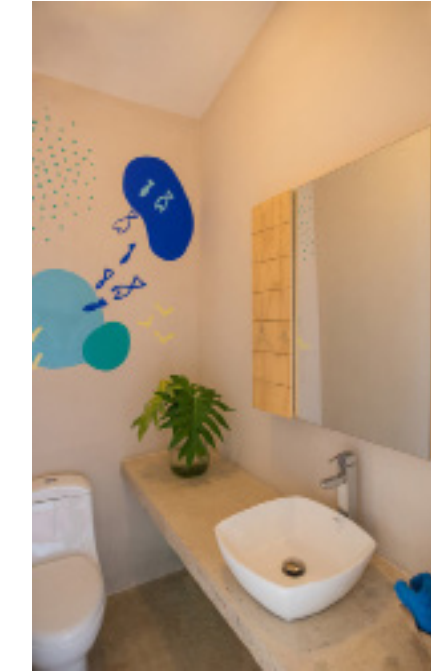
Use of stucco on the exterior, in combination with concrete lattice work , juxtaposed with brightly painted doors



NOON



"A space that generates real social and cognitive experiences (not virtual) in children."



INTERIOR

Firm: Taco Taller De Arquitectura Contextual
Year: 2017
Size: 180 m2
Location: Mérida, Mexico
Restoration Project

The structure, originally a single family home, was preserved almost entirely.



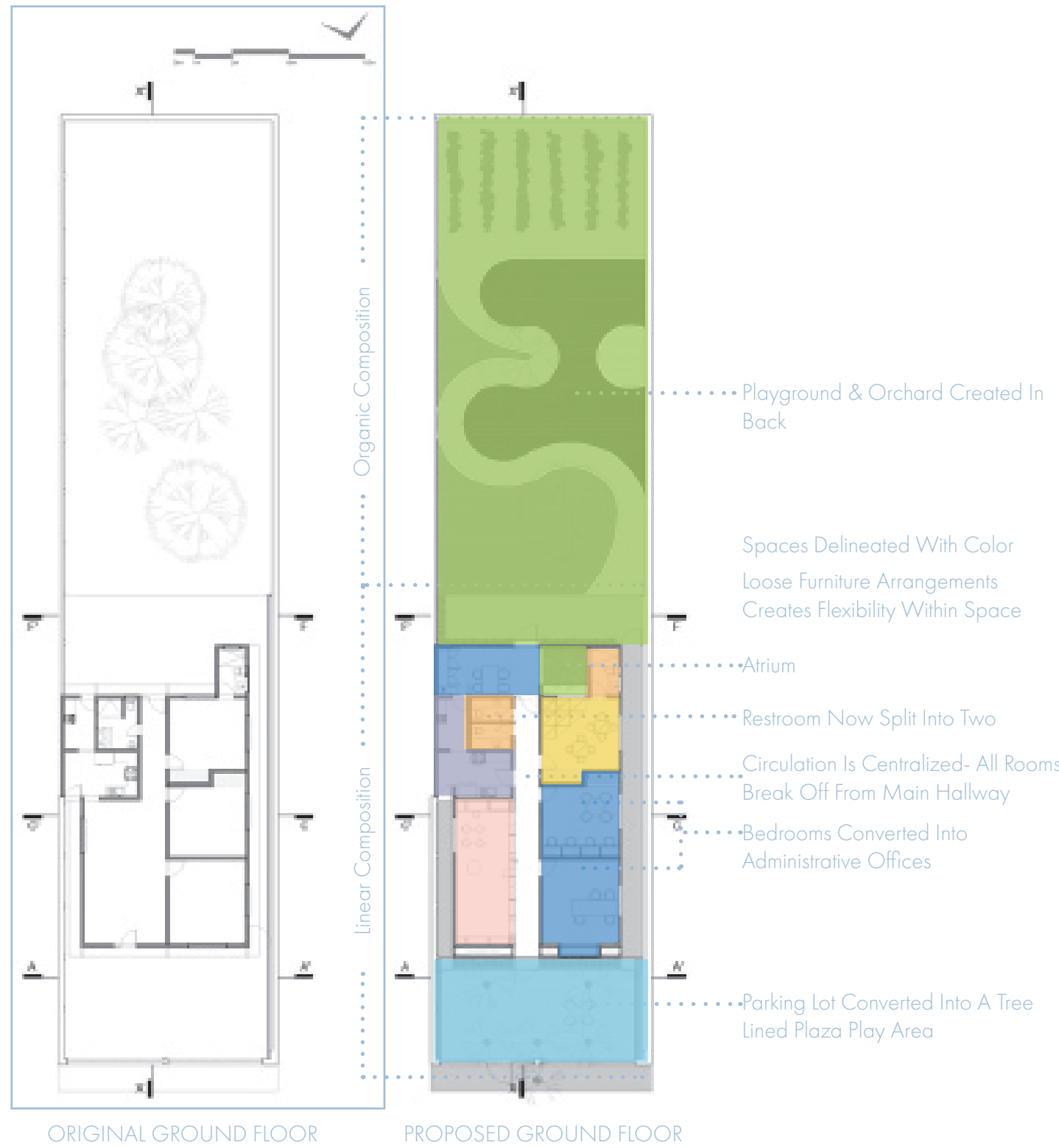
Custom furniture was designed for this space, including modular triangular tables, used in the workshop hall. This allows for flexibility and different configurations of furniture depending of the type of activity being held there.



EXTERIOR

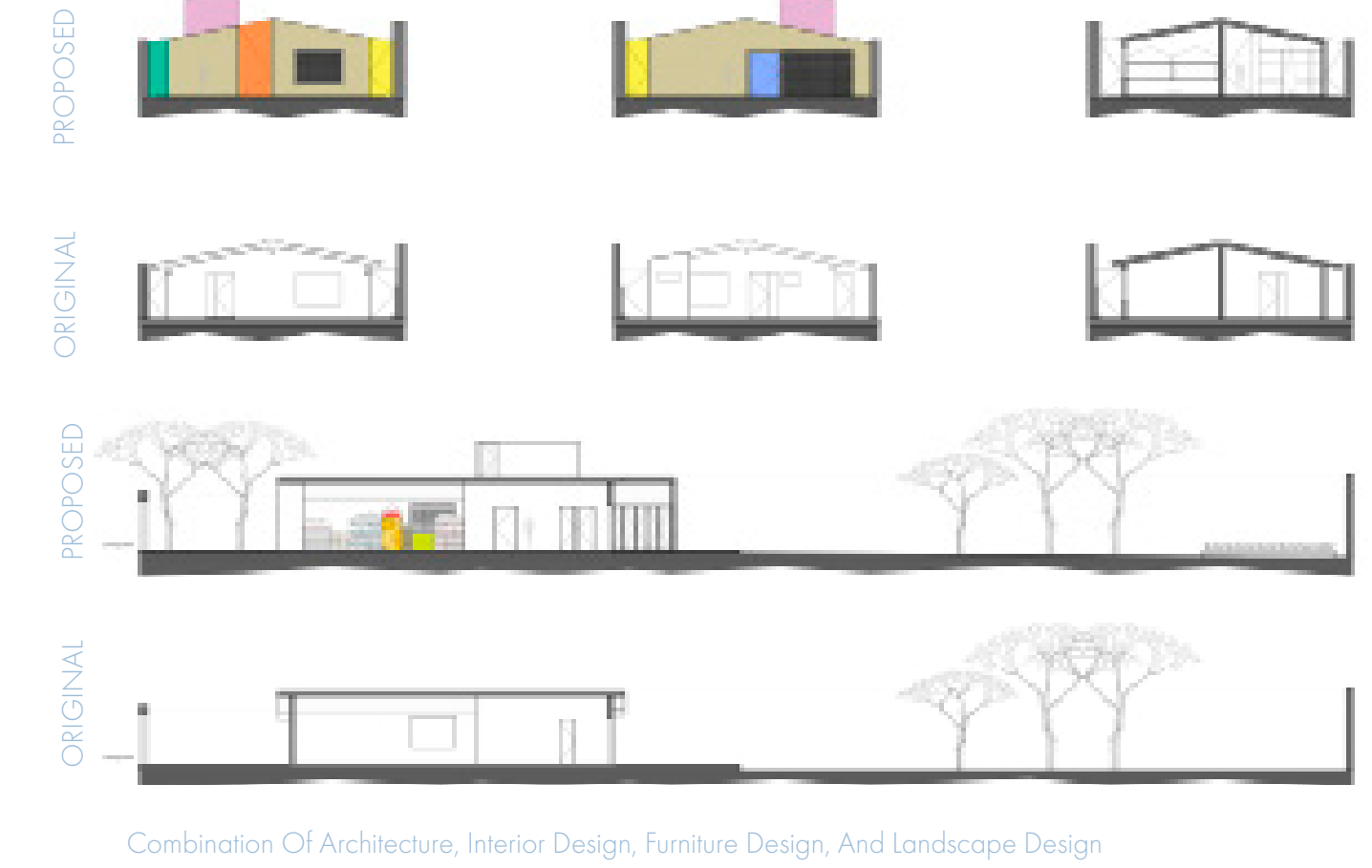
The back garden was designed as a yucatecan playground, in which various traditional games were painted on the pavements, combined with dexterity activities and an orchard, among other uses.

NOON



PROGRAMMATIC ELEMENTS

- Administrative Offices
- Garden
- Indoor Play Area
- Kitchen | Laundry
- Outdoor Play Area
- Restrooms
- Workshop Hall



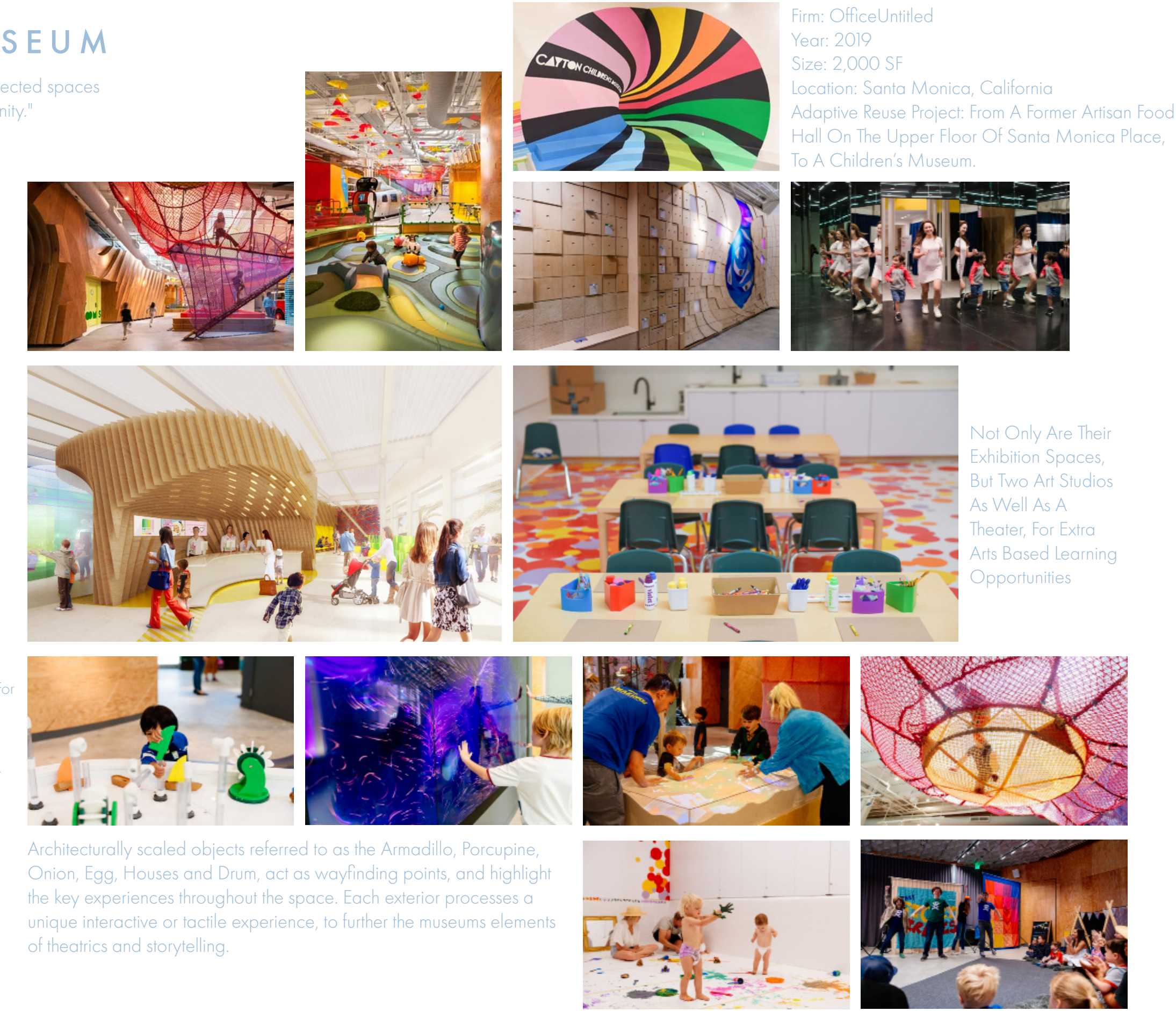
CAYTON CHILDREN'S MUSEUM

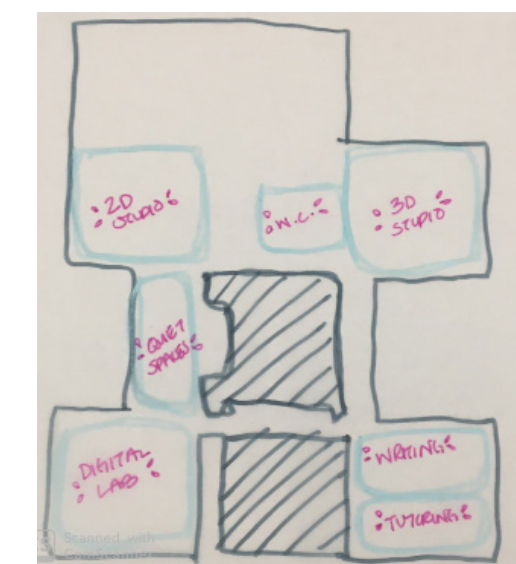
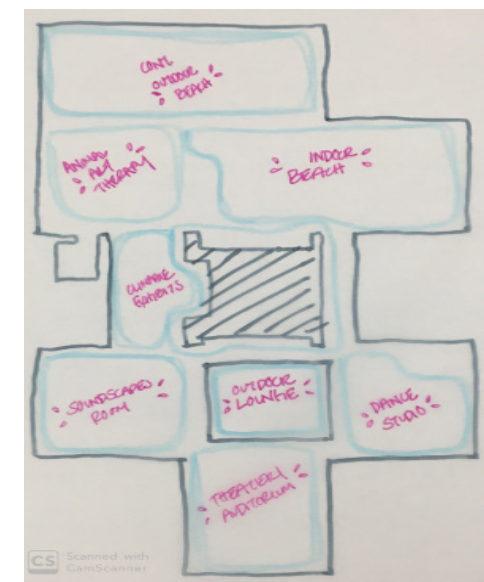
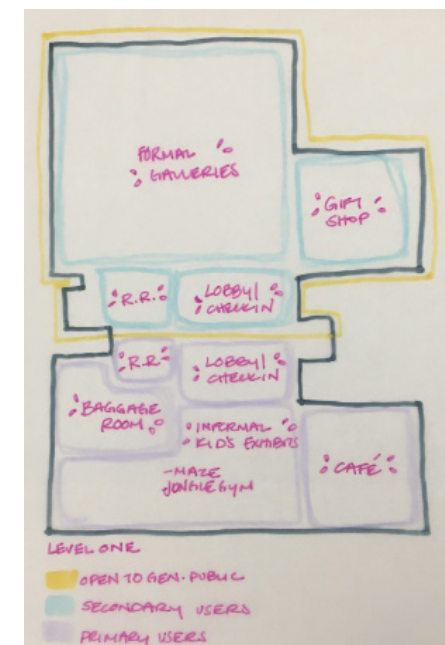
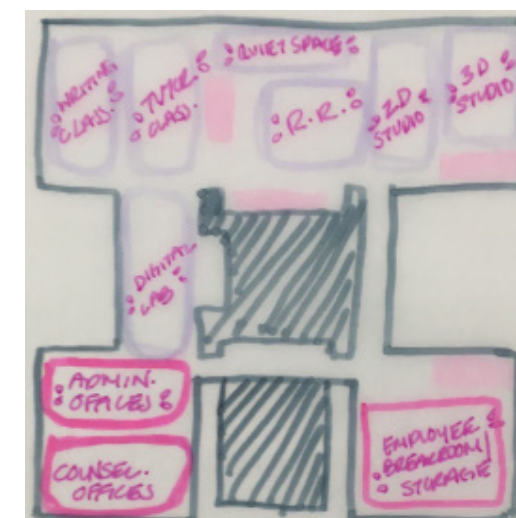
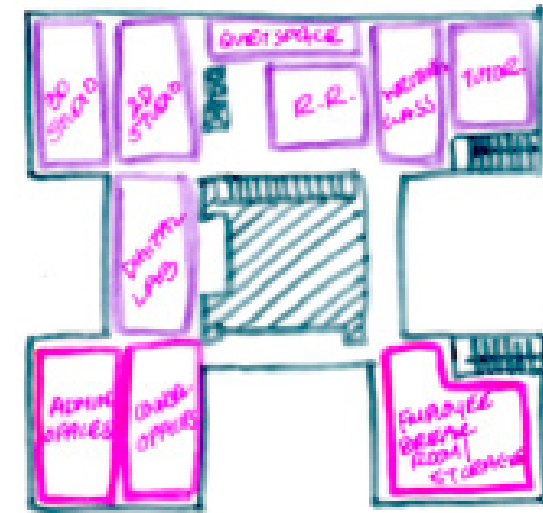
"The Cayton Children's Museum was designed as a series of unexpected spaces that inspire kids to learn about and engage in their community."

The Cayton Children's Museum Prioritizes The Power Of Play. It Was Created To Inspire Curiosity, Exploration & Adventure In Children. The Design Reflects The Free Spirited Nature Of Children, With Its Irregular Forms, Tactile Surfaces, And Bold Use Of Color. All Together, OfficeUntitled Creates An Unexpected And Stimulating Space For All Visitors .

5 MAIN EXHIBITION WINGS

- LET'S HELP |
Teaches Kids How To Serve And Support Their Community
- TOGETHER WE |
Encourages Collaborative Play, Communication, And Discovery
- REACH FOR |
Children Discover Their Personal Capacity & Ability To Achieve As They Reach For
- REFLECT ON |
Through Introspection, Reflection, And Connection, Children Experience What It Means To Be Still So We Can Listen And Observe The World Around Us
- LAUNCH YOUR |
Uncover And Practice Newfound Skills And Strengths (0-2)





LEVEL ONE

LEVEL TWO

LEVEL THREE

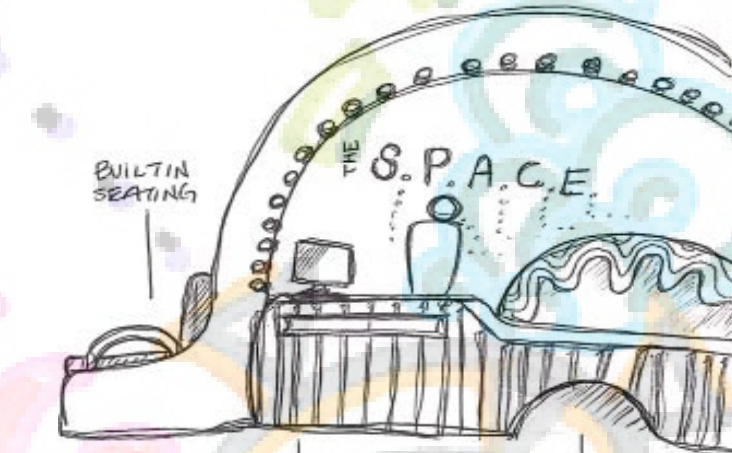
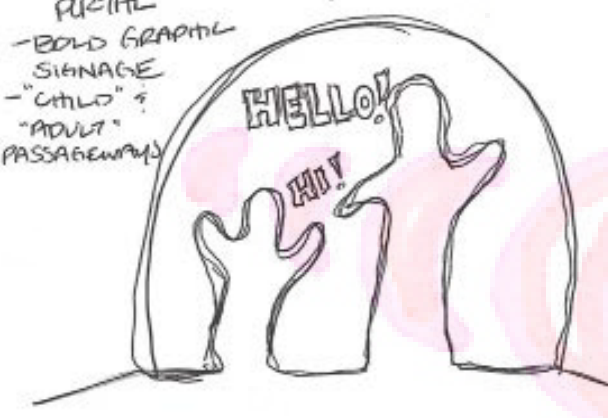
BLOCKING DIAGRAMS

CONCEPT SKETCHES



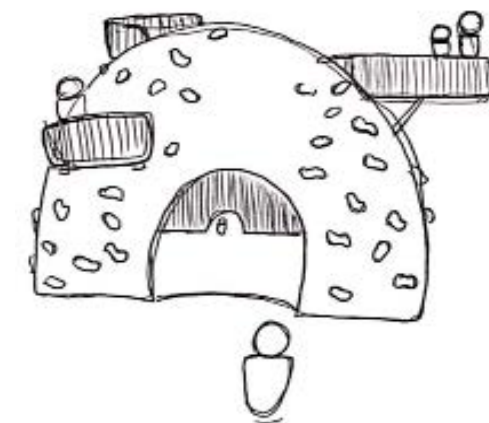
ENTRY

FRONT ENTRY
 PORTAL
 - BOLD GRAPHIC SIGNAGE
 - "HELLO"
 - "ADULT" PASSAGEWAY

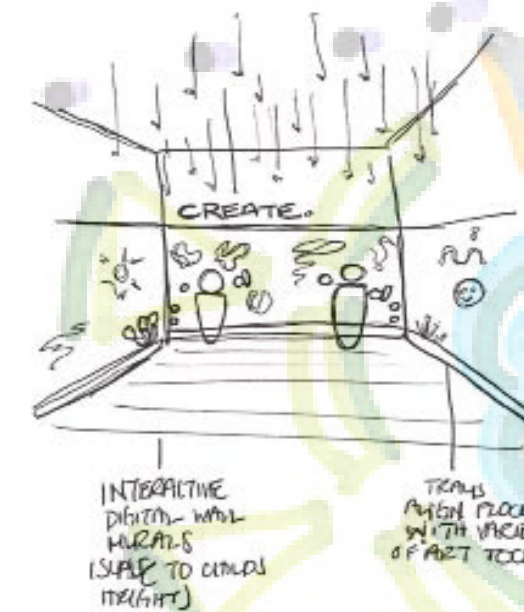
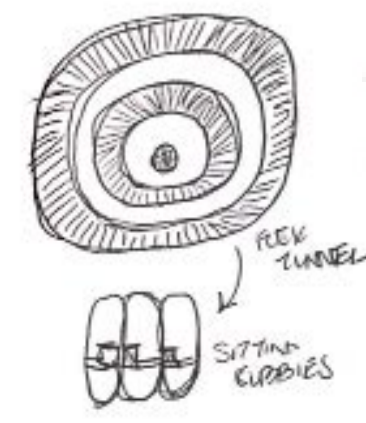


FRONT DESK

"SECRET" PASSAGEWAY TO BAGGAGE ROOM
 TACTILE FRONT DESK PRIDE



CHILDREN'S EXHIBITS

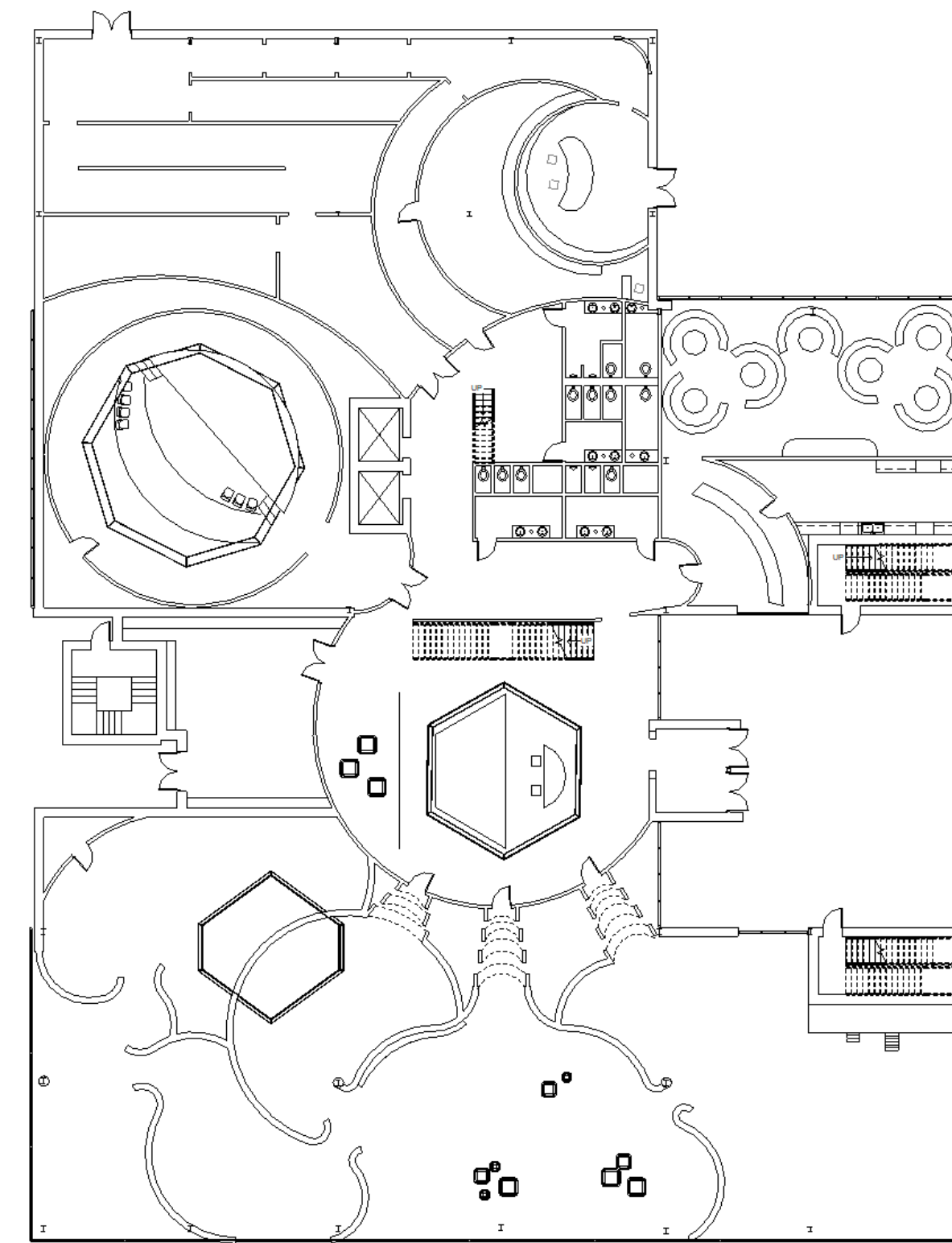


BAGGAGE ROOM

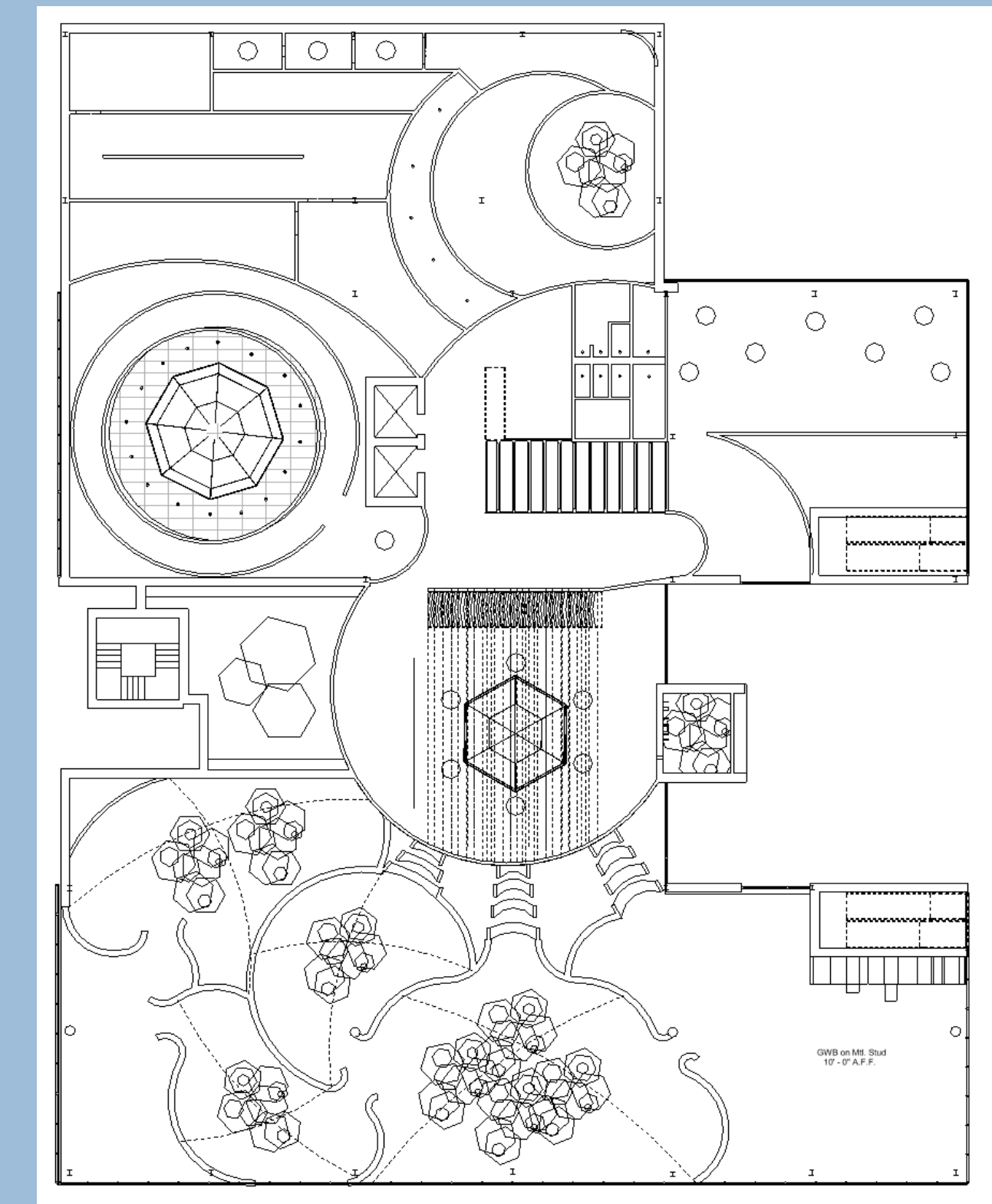
PHASE V

- PART 1 | SCHEMATIC PLANS & ELEVATIONS
- PART 2 | CONCEPT SKETCHES
- PART 3 | CONCEPT MODELS
- PART 3 | POTENTIAL FFE

SCHEMATIC PLANS



LEVEL ONE FLOOR PLAN



LEVEL ONE REFLECTED CEILING PLAN

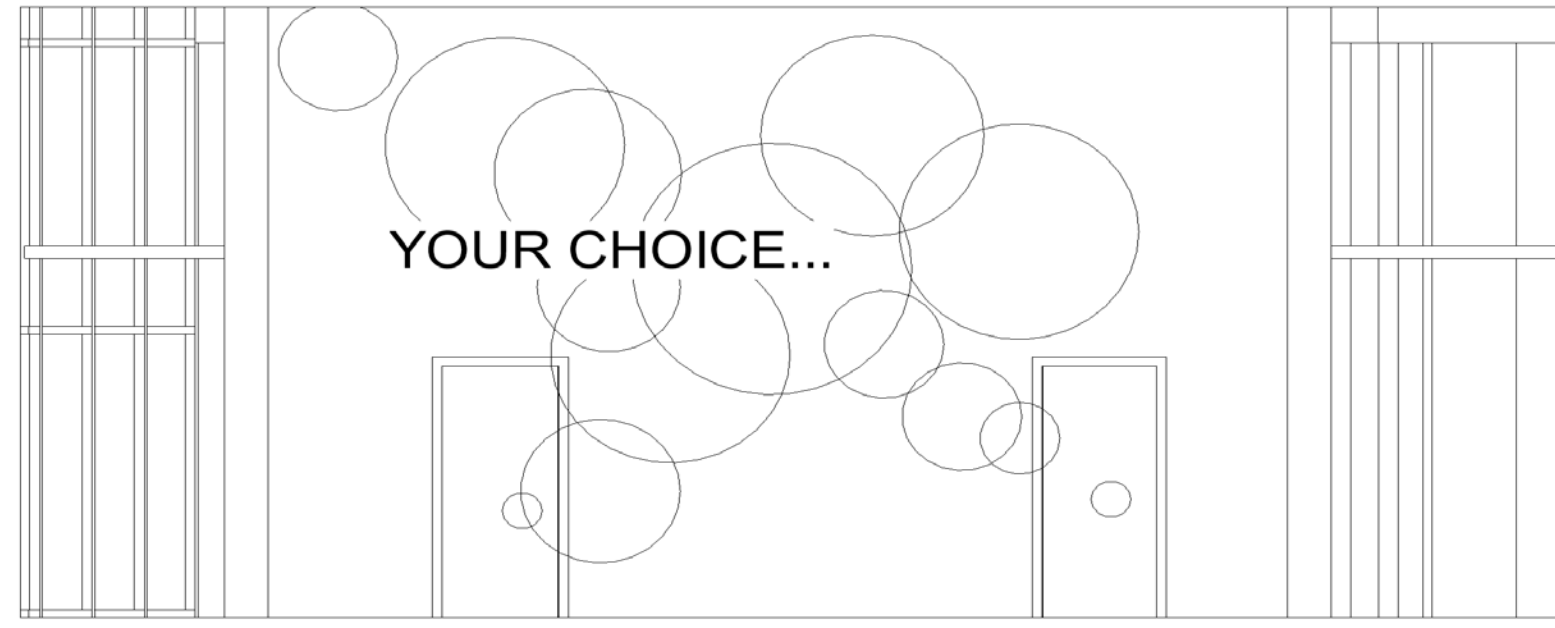
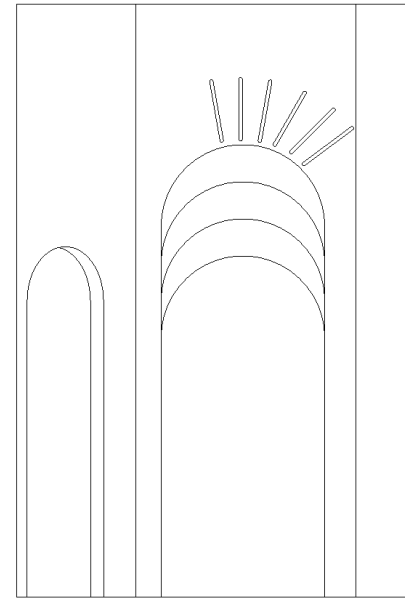
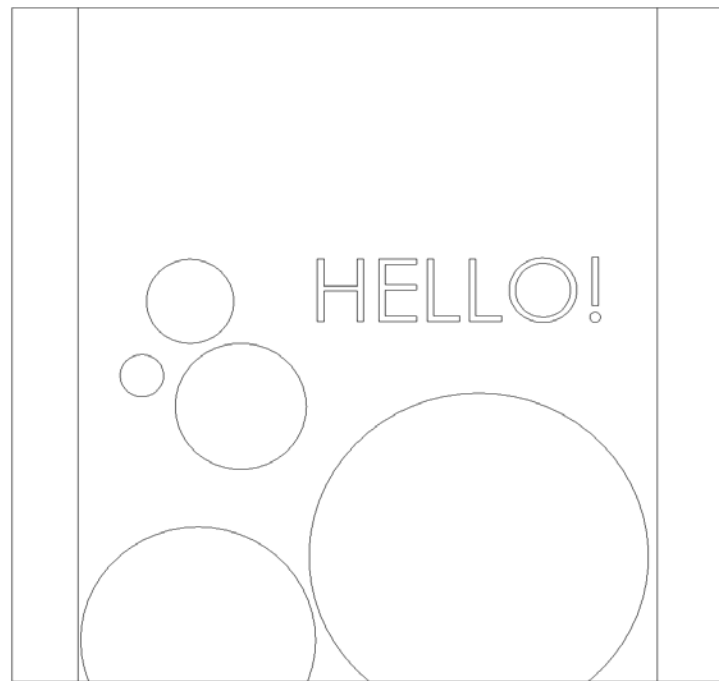
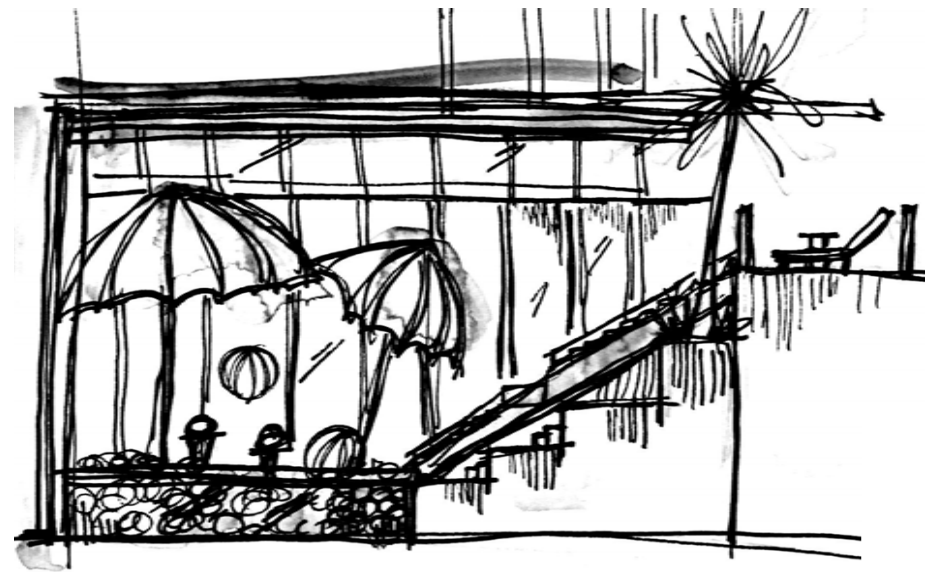
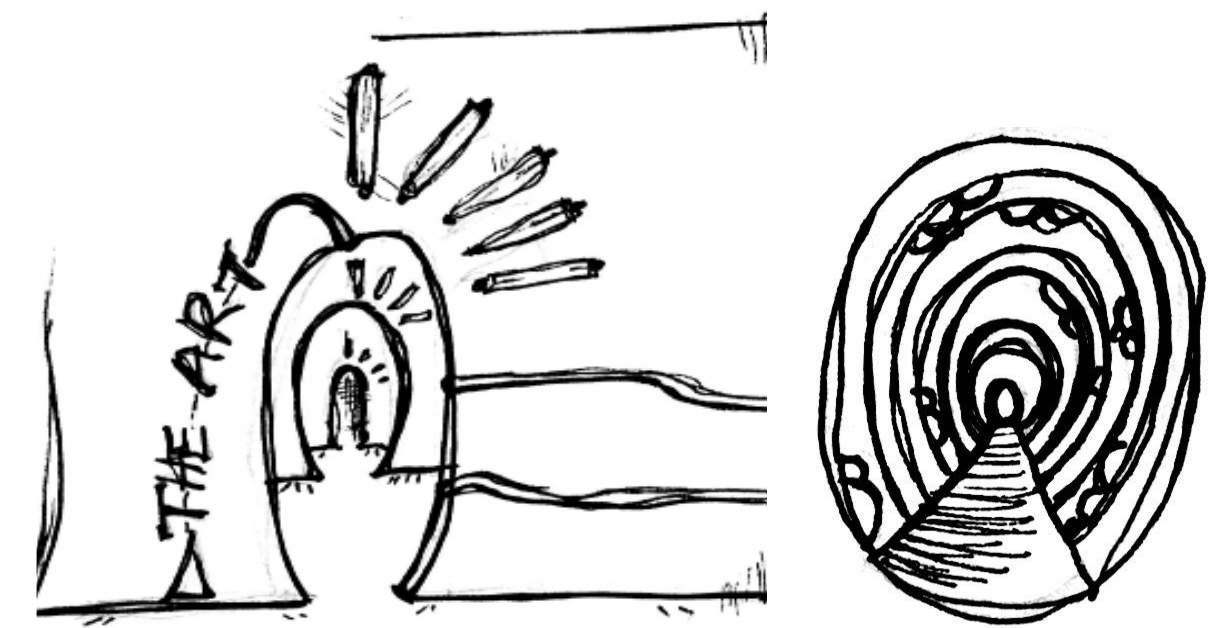
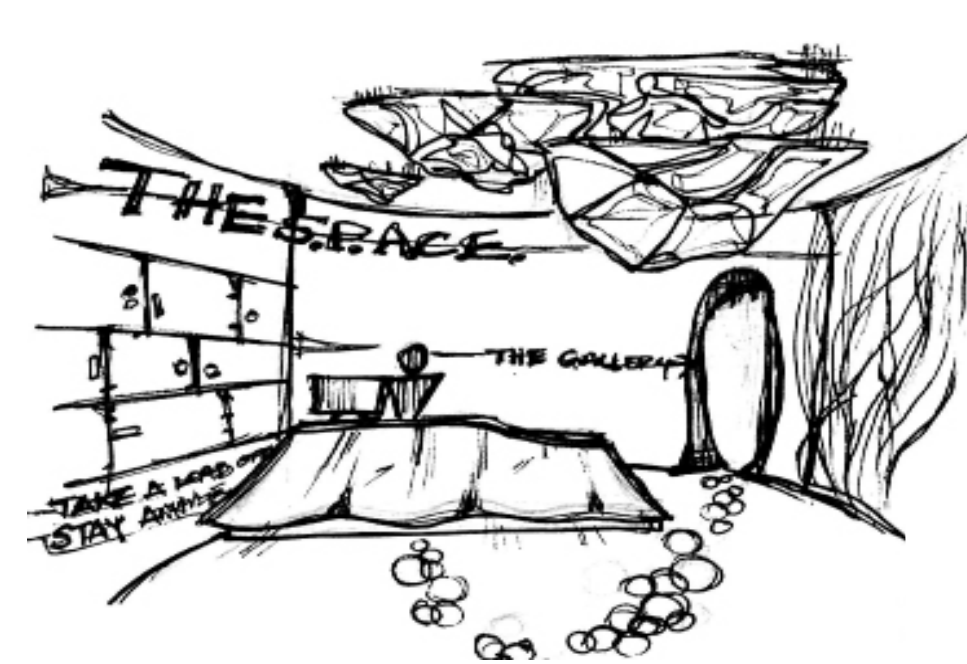


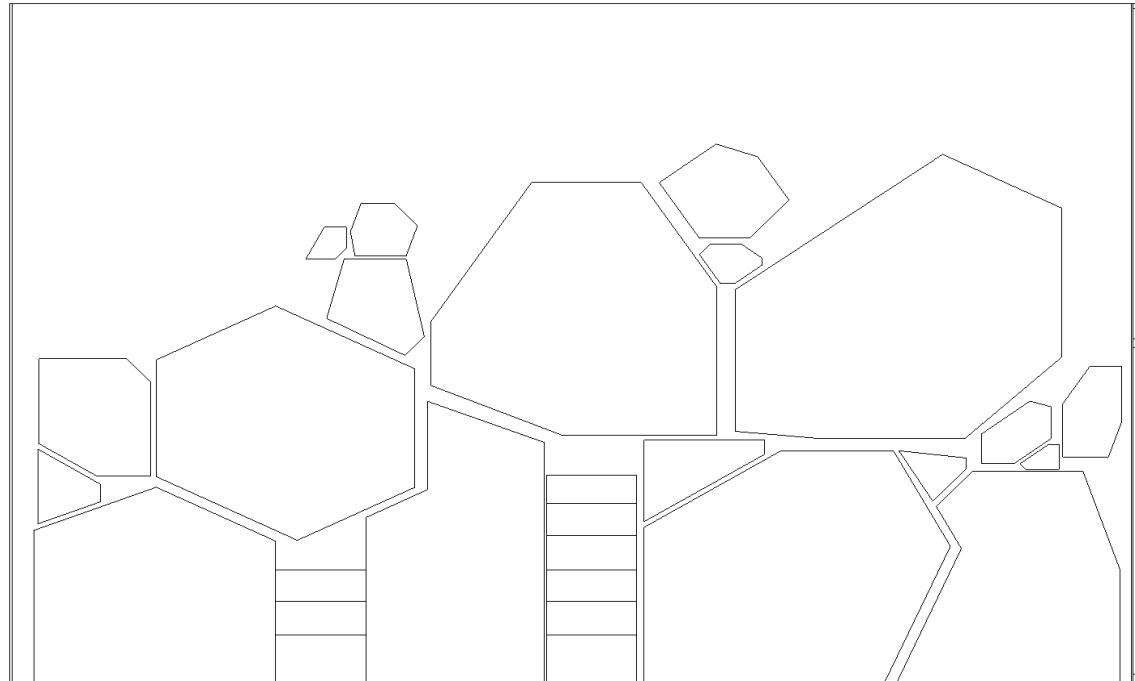
EXHIBIT ENTRY WALL



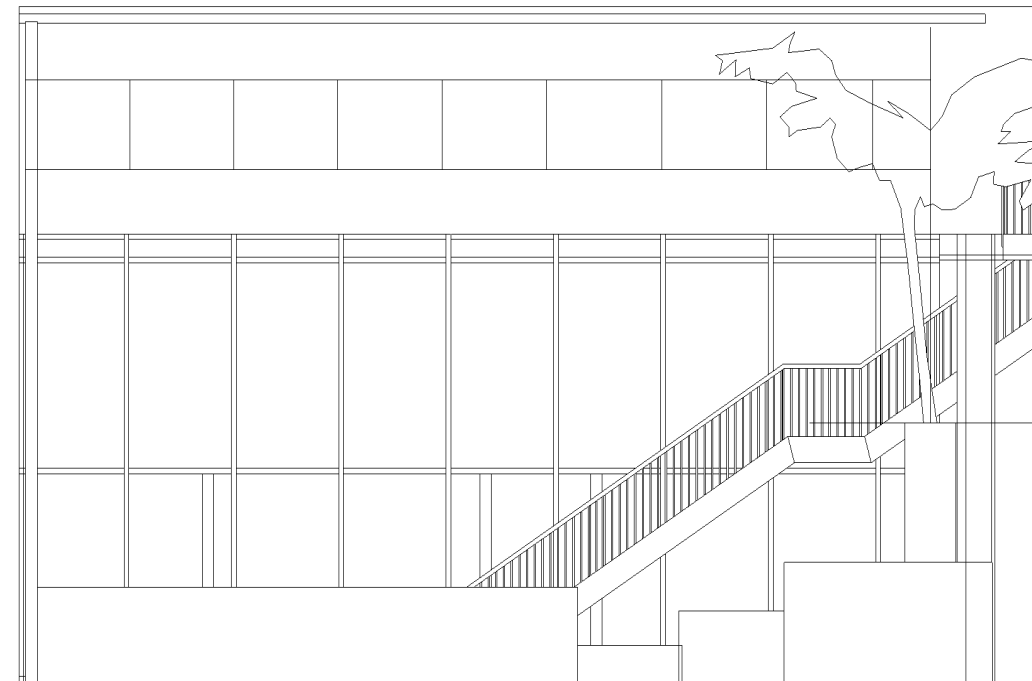
GALLERY HALL



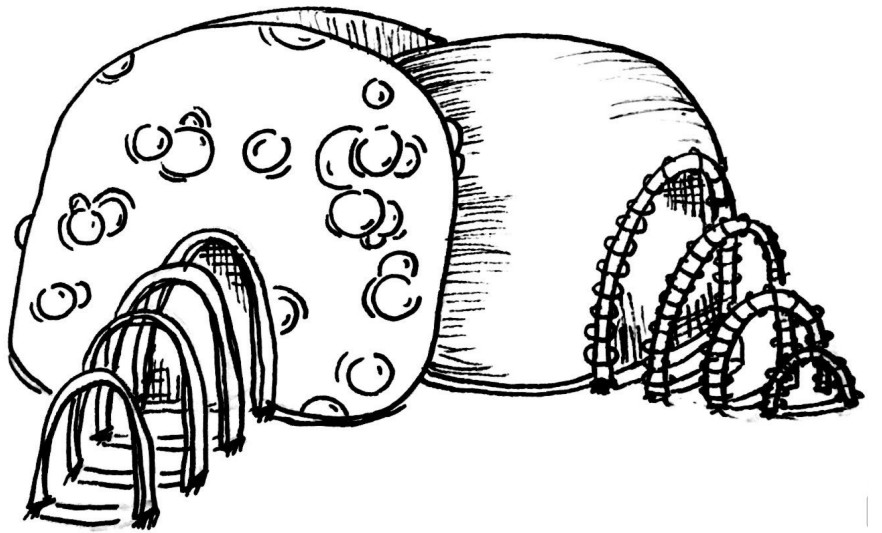
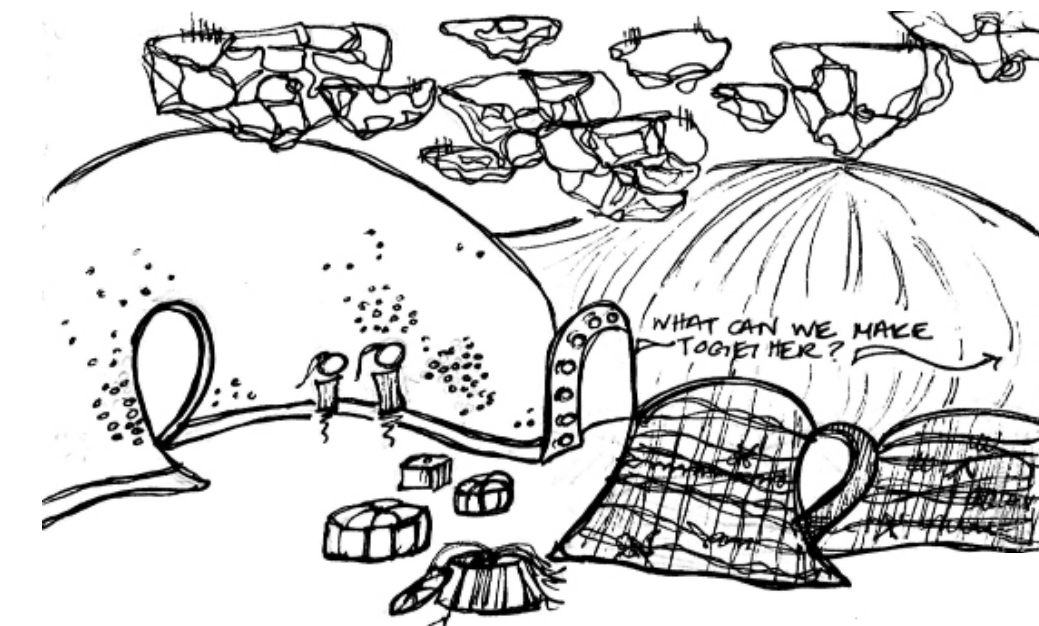
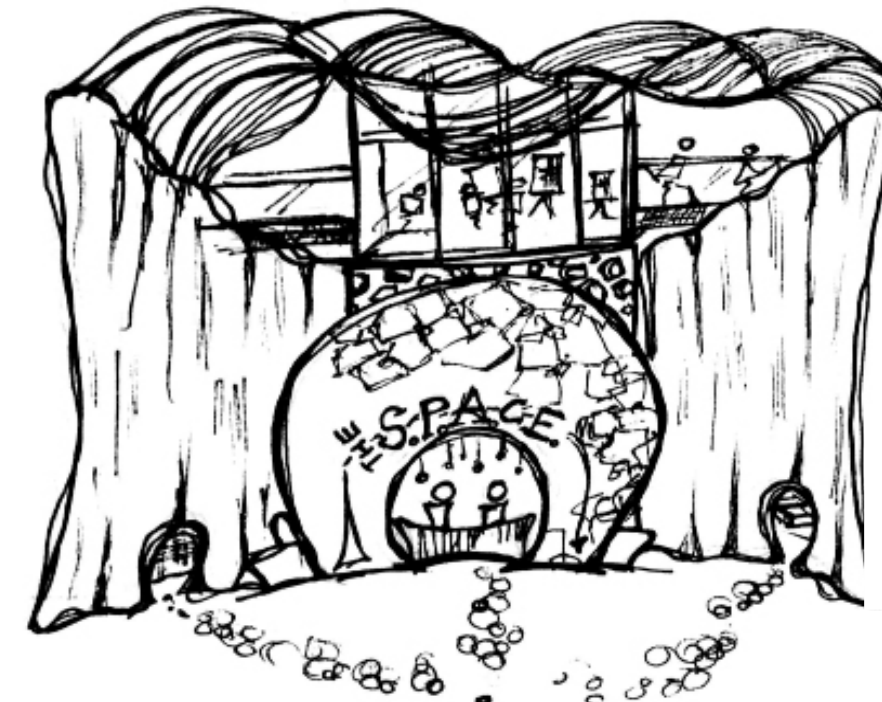
ENTRY



READING NOOKS



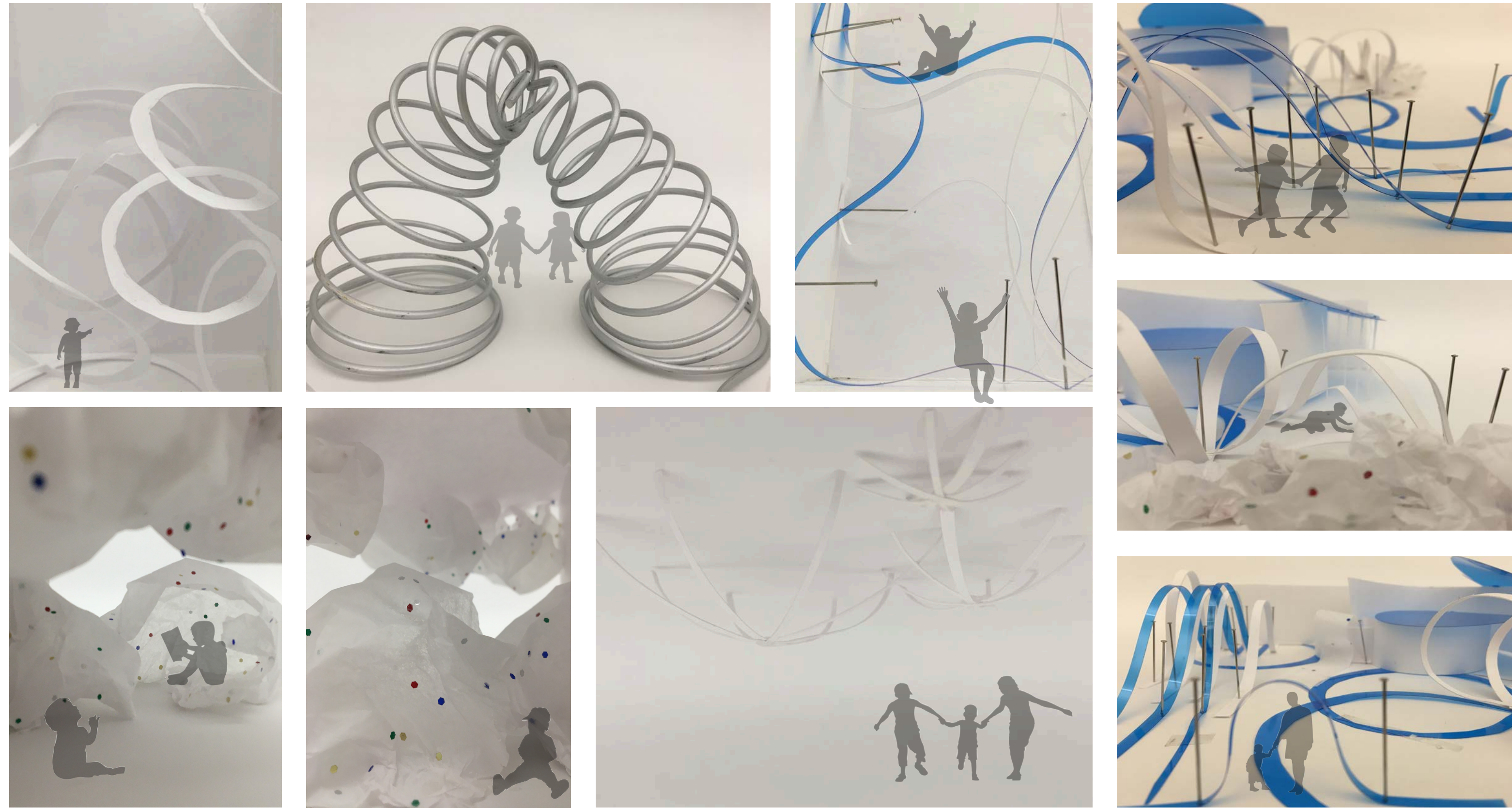
OUTDOOR PATIO



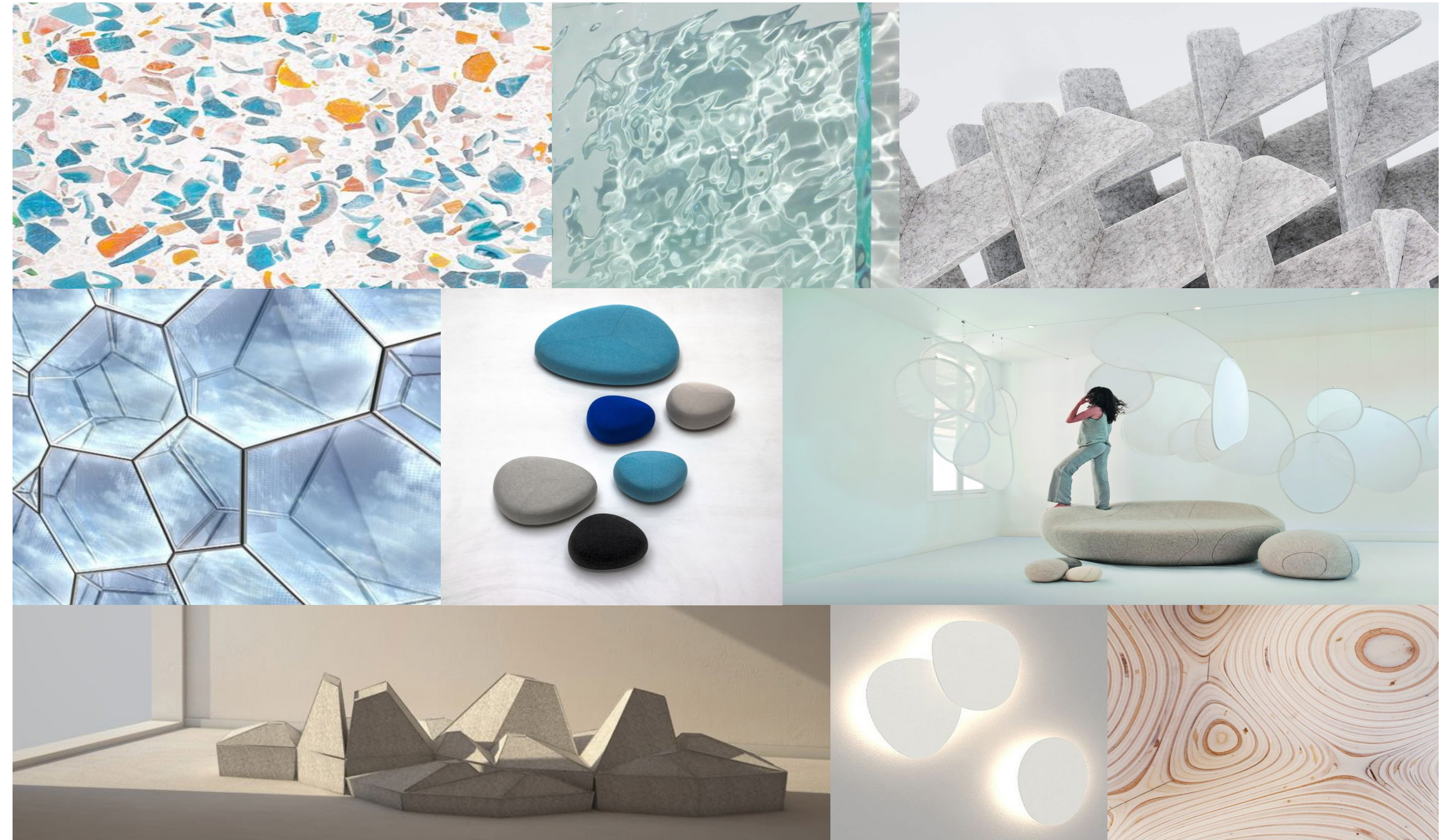
INTERIOR ELEVATIONS



KEY EXPERIENCE | VOLUME SKETCHES



CONCEPTUAL STUDY MODELS

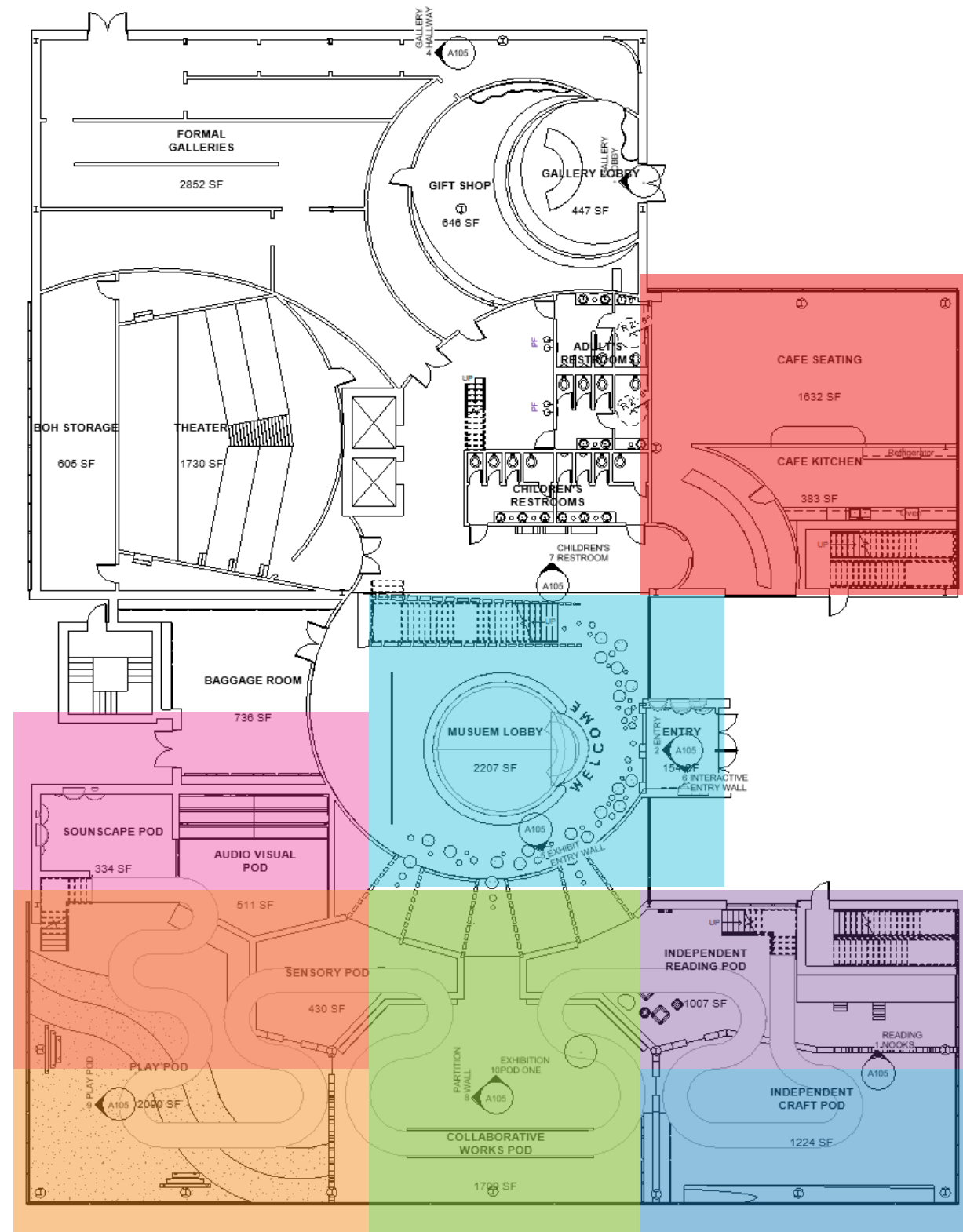


FFE INSPIRATION BOARDS



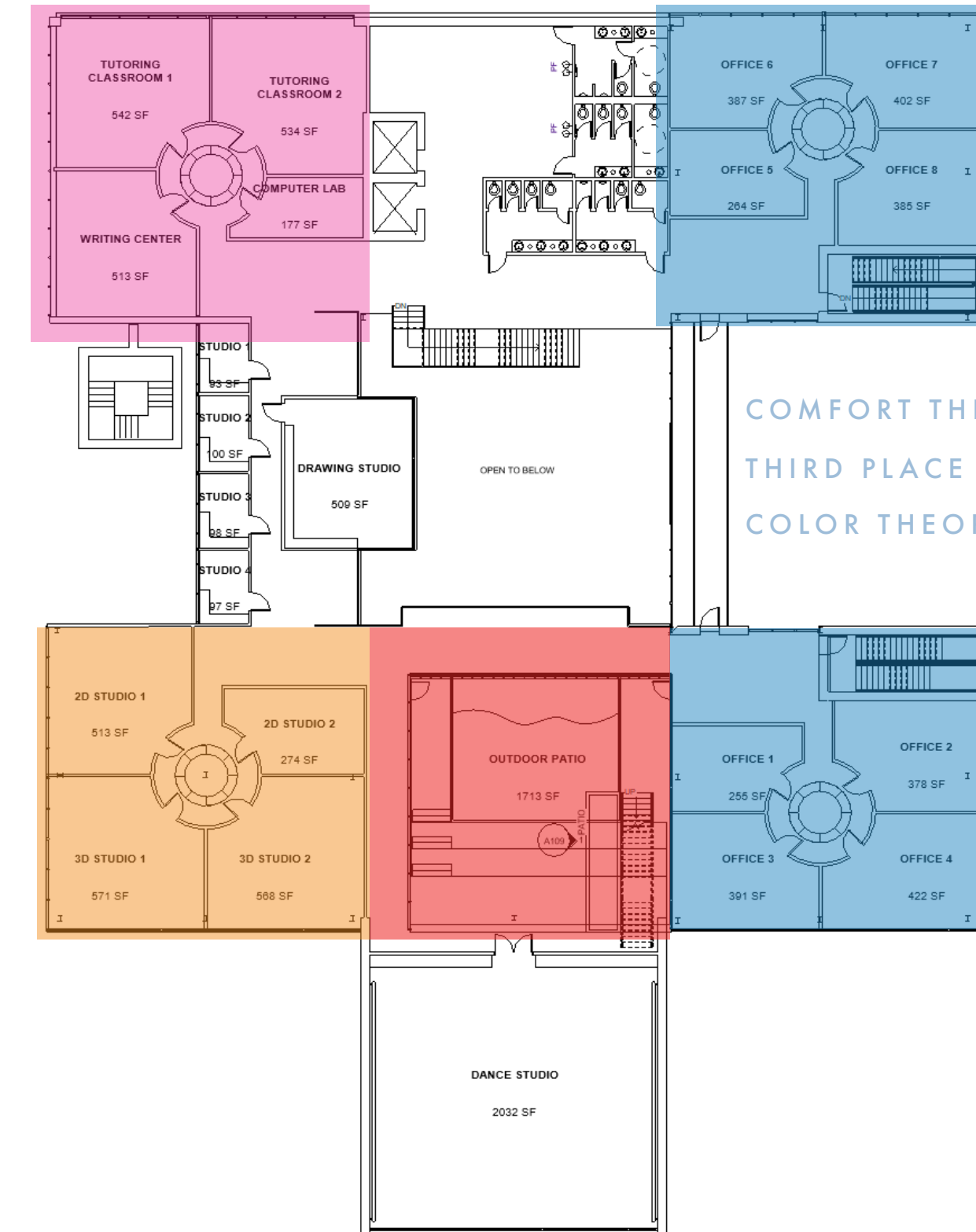
PHASE VI

- PART 1 | REFINED PLANS, ELEVATIONS & SECTIONS
- PART 2 | TRACE OVERLAY SERIES
- PART 3 | MIDTERM RENDERINGS

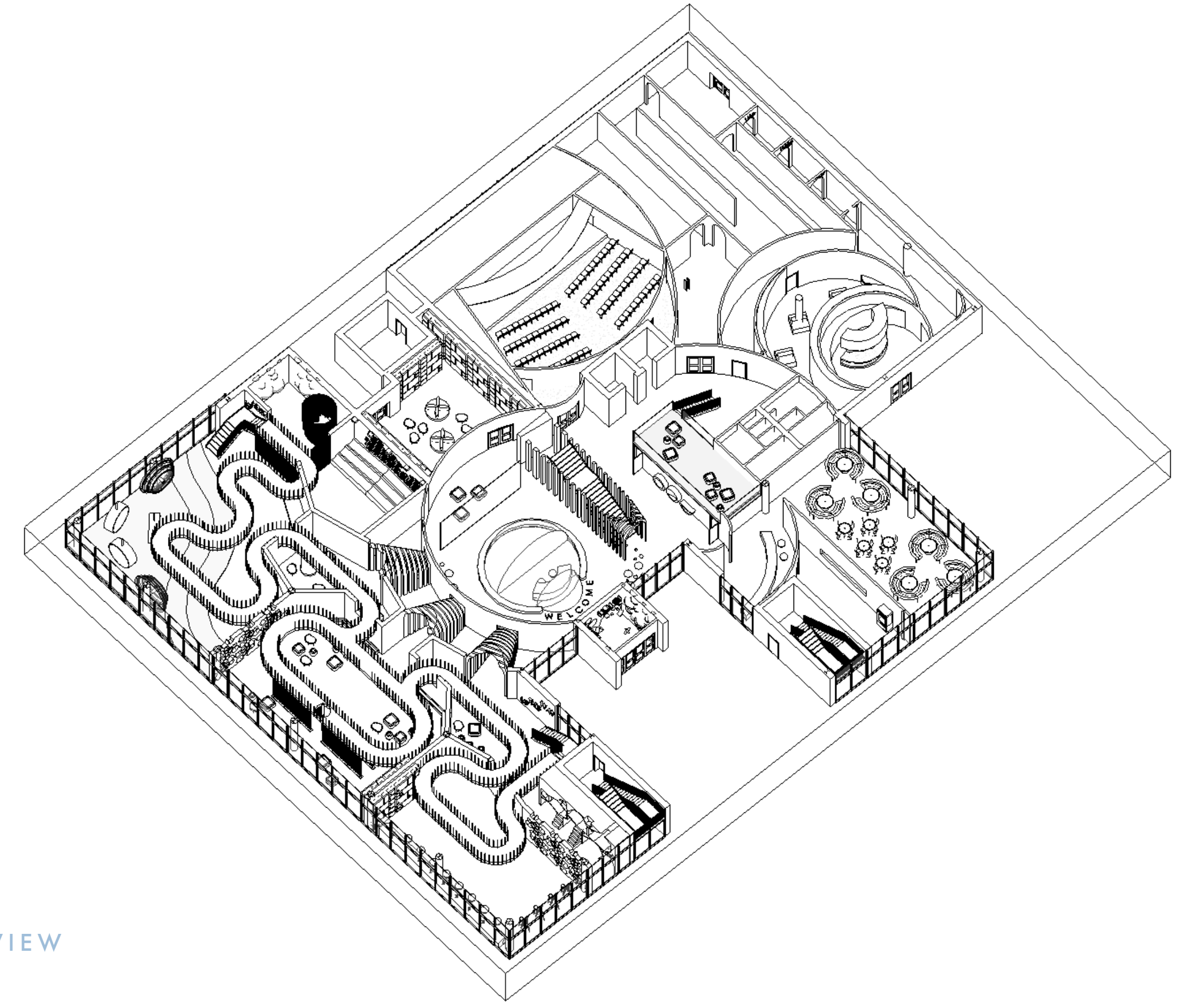


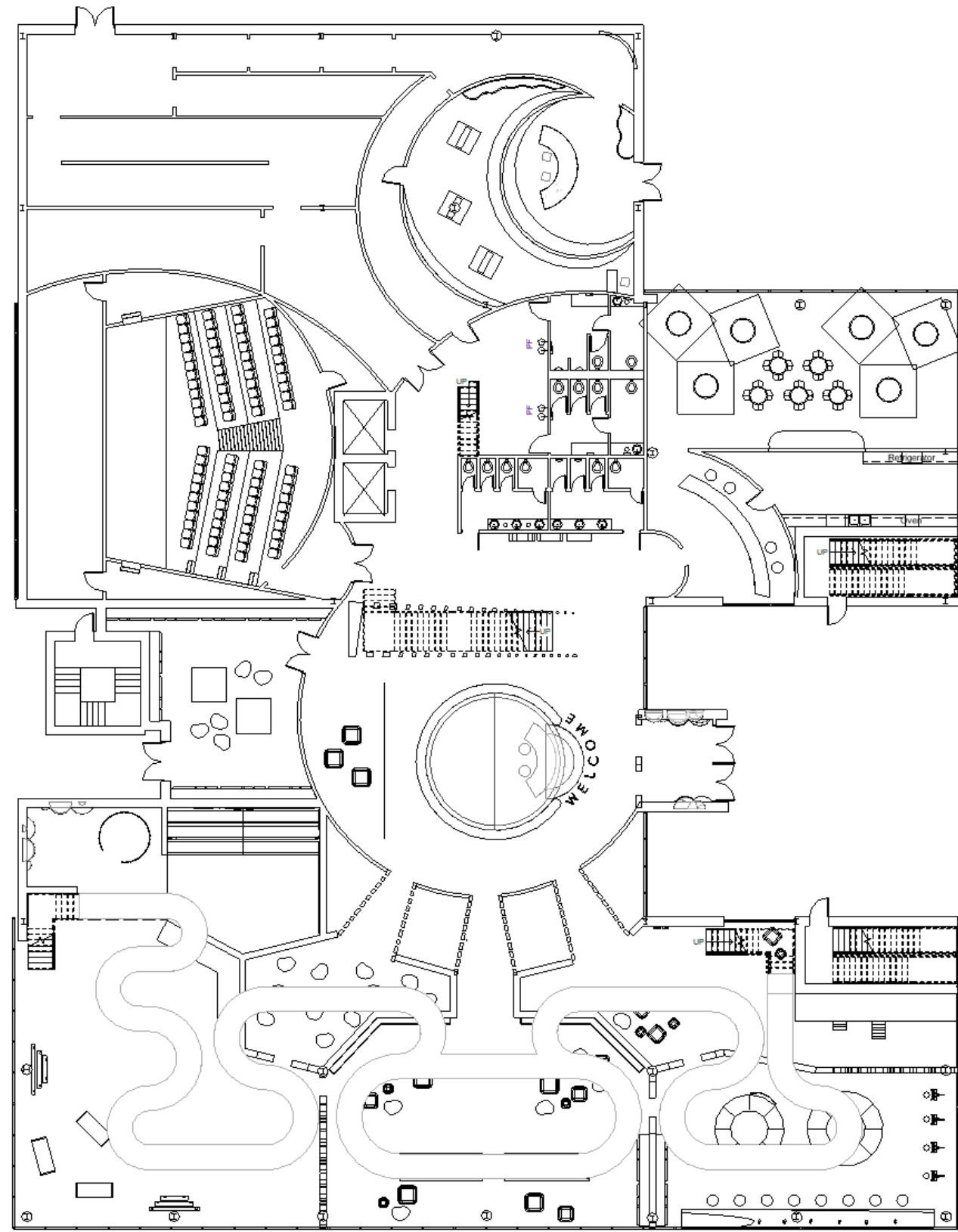
LEVEL ONE FLOOR PLAN
 SENSE OF INDIVIDUALITY
 SPACE WITHIN SPACE
 ORGANIC CIRCULATION & FORM

LEVEL TWO FLOOR PLAN

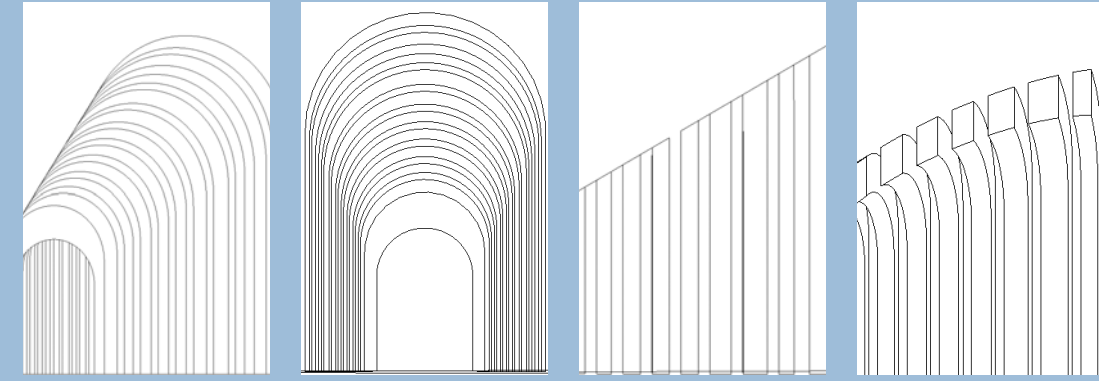


COMFORT THEORY
 THIRD PLACE THEORY
 COLOR THEORY

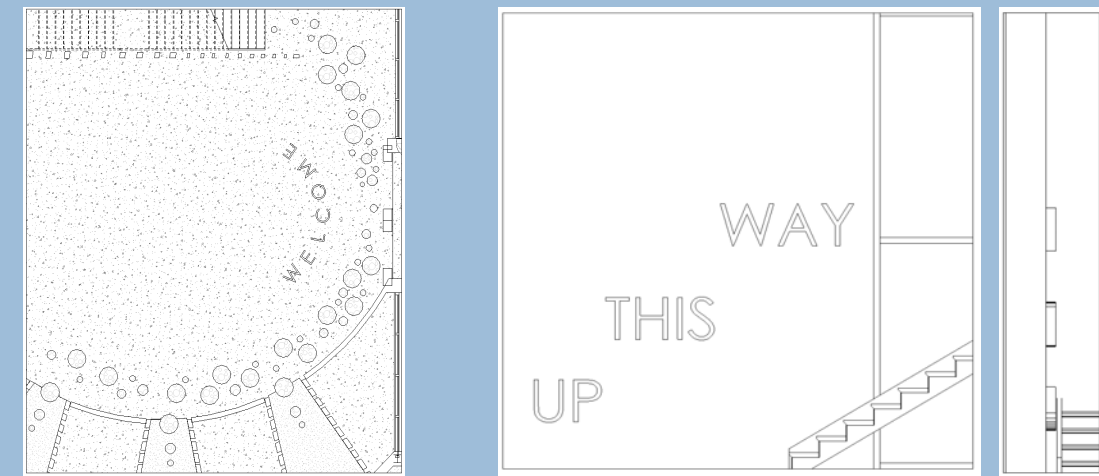




LEVEL ONE FURNITURE PLAN



MUSEUM ENTRY PORTALS

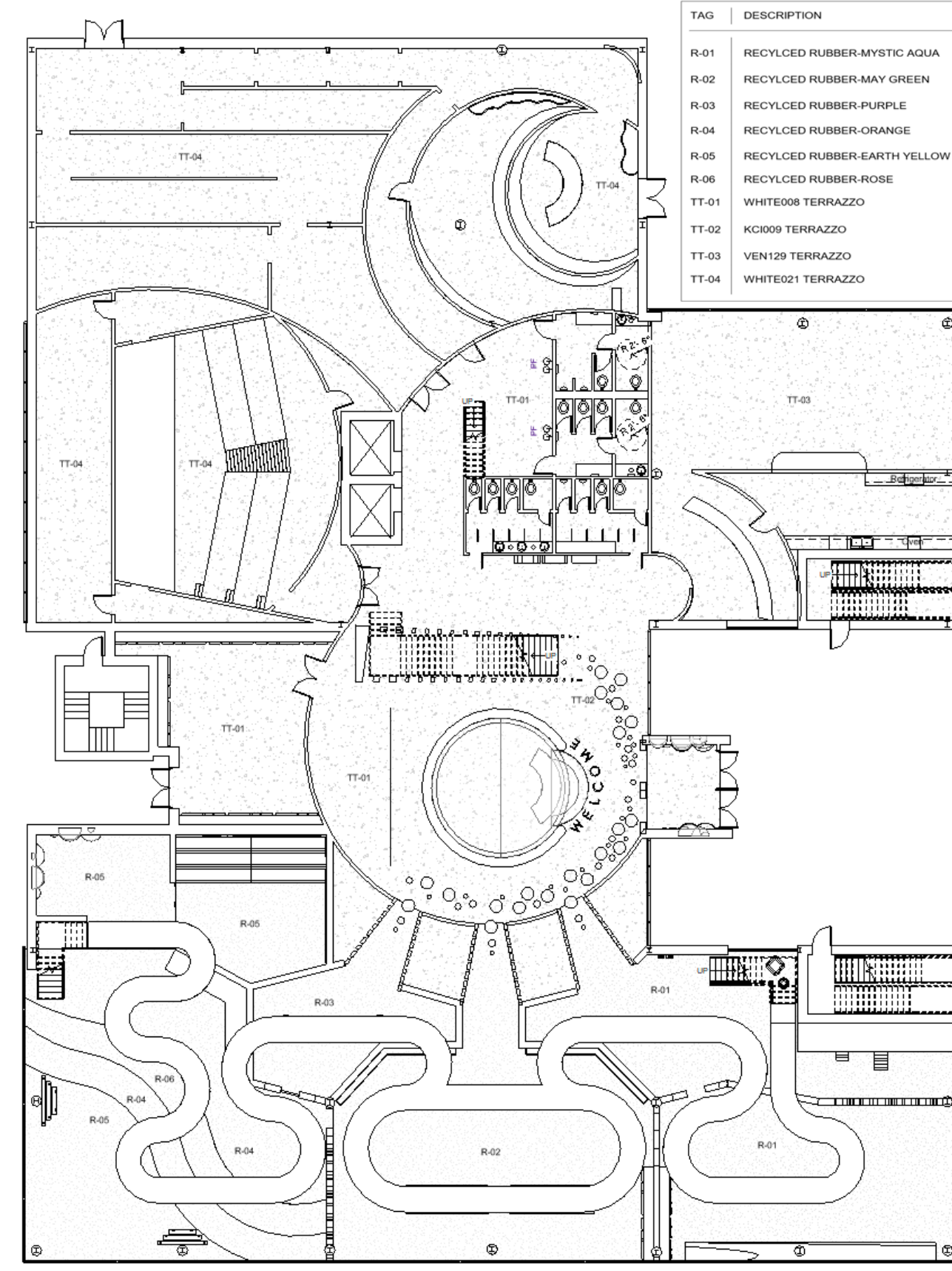


FLOOR PATTERN

WAYFINDING

FLOORING FINISH LEGEND

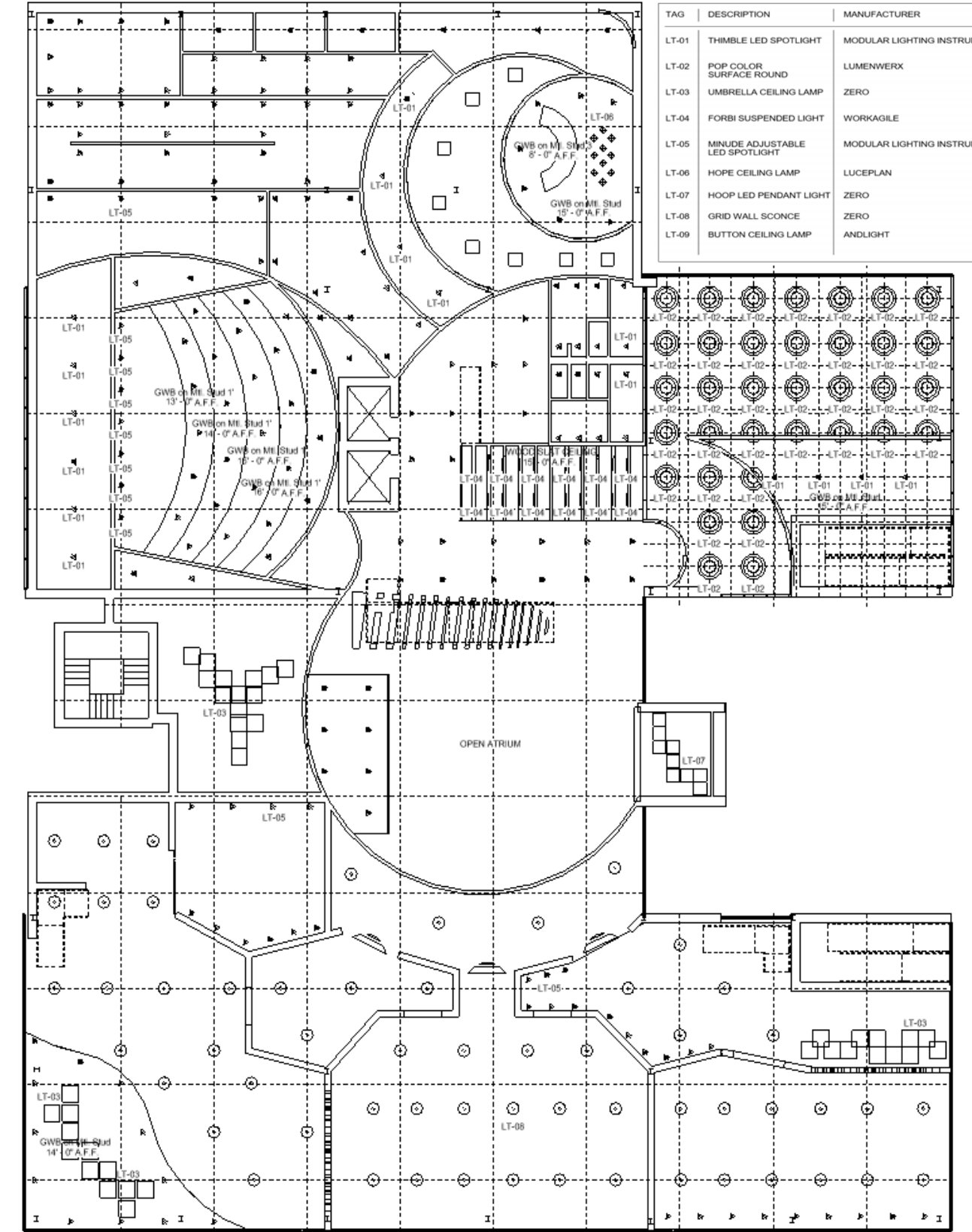
TAG	DESCRIPTION	MANUFACTURER
R-01	RECYLED RUBBER-MYSTIC AQUA	DINOFLEX
R-02	RECYLED RUBBER-MAY GREEN	DINOFLEX
R-03	RECYLED RUBBER-PURPLE	DINOFLEX
R-04	RECYLED RUBBER-ORANGE	DINOFLEX
R-05	RECYLED RUBBER-EARTH YELLOW	DINOFLEX
R-06	RECYLED RUBBER-ROSE	DINOFLEX
TT-01	WHITE008 TERRAZZO	KLEIN & CO
TT-02	KC1009 TERRAZZO	KLEIN & CO
TT-03	VEN129 TERRAZZO	KLEIN & CO
TT-04	WHITE021 TERRAZZO	KLEIN & CO



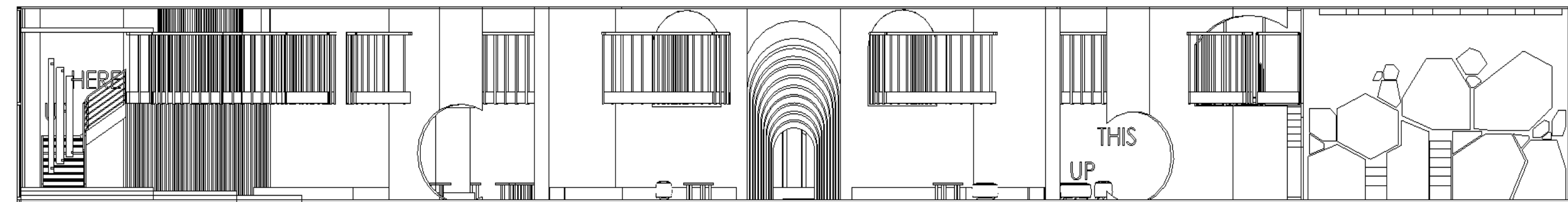
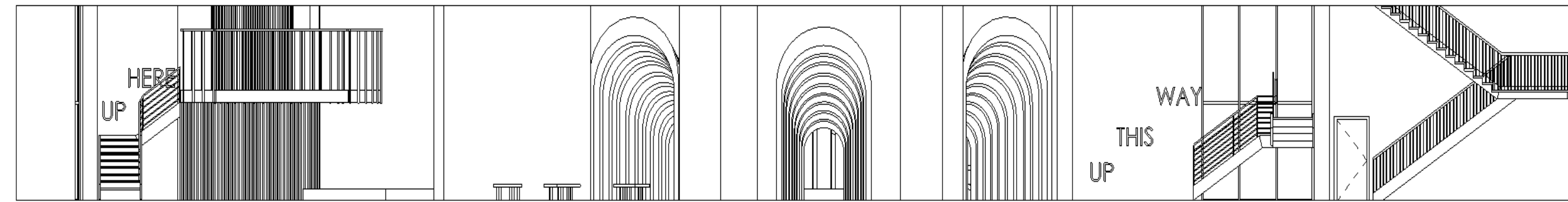
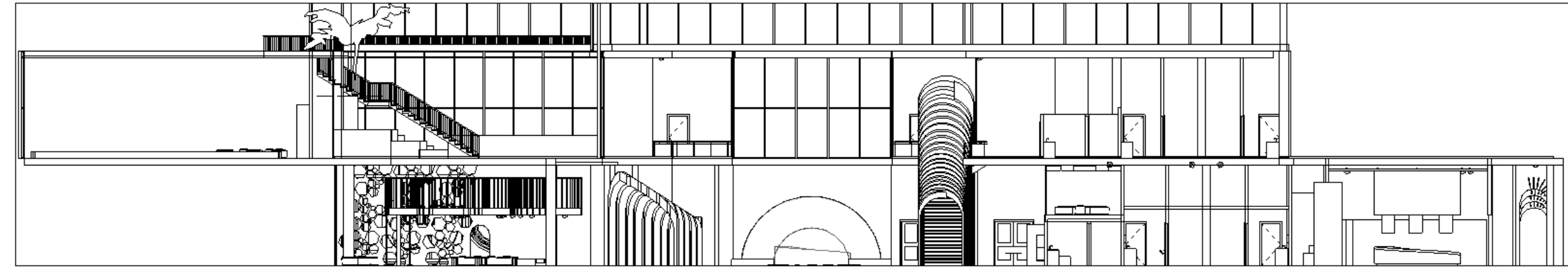
LEVEL ONE FINISH PLAN

LIGHTING LEGEND

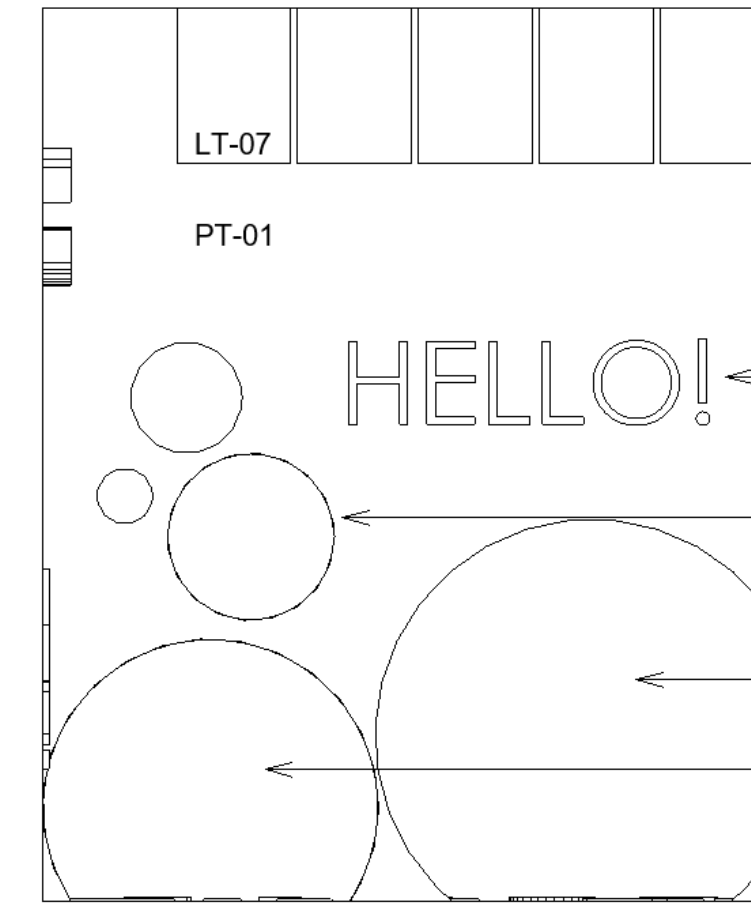
TAG	DESCRIPTION	MANUFACTURER	FINISH
LT-01	TRIMBLE LED SPOTLIGHT	MODULAR LIGHTING INSTRUMENTS	COPPER
LT-02	POP COLOR SURFACE ROUND	LUMENWERK	RED
LT-03	UMBRELLA CEILING LAMP	ZERO	WHITE
LT-04	FORBI SUSPENDED LIGHT	WORKAGILE	ASH
LT-05	MINUTE ADJUSTABLE LED SPOTLIGHT	MODULAR LIGHTING INSTRUMENTS	COPPER
LT-06	HOPE CEILING LAMP	LUCEPLAN	STEEL
LT-07	HOOP LED PENDANT LIGHT	ZERO	BLUE
LT-08	GRID WALL SCONCE	ZERO	WHITE
LT-09	BUTTON CEILING LAMP	ANDLIGHT	GOLD
			WHITE



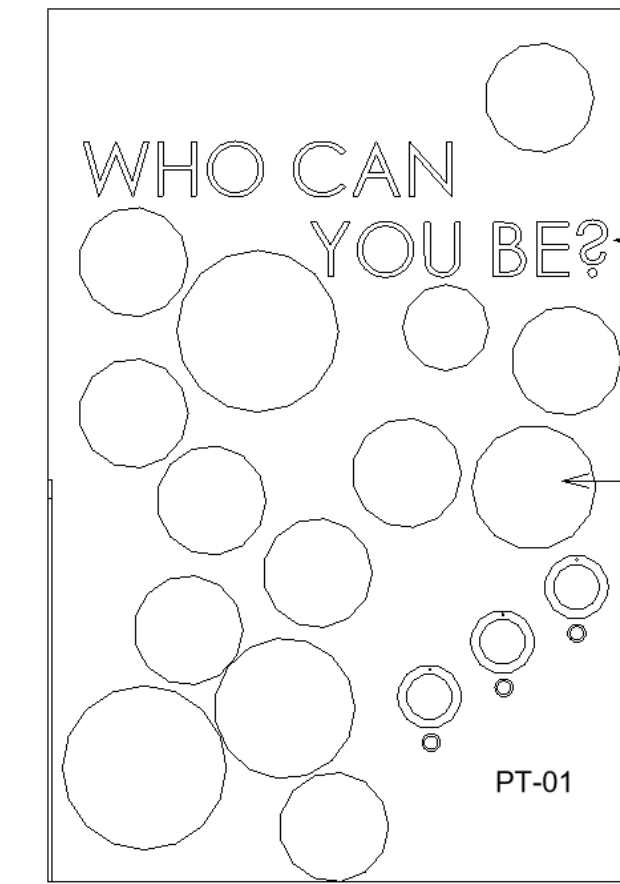
LEVEL ONE REFLECTED CEILING PLAN



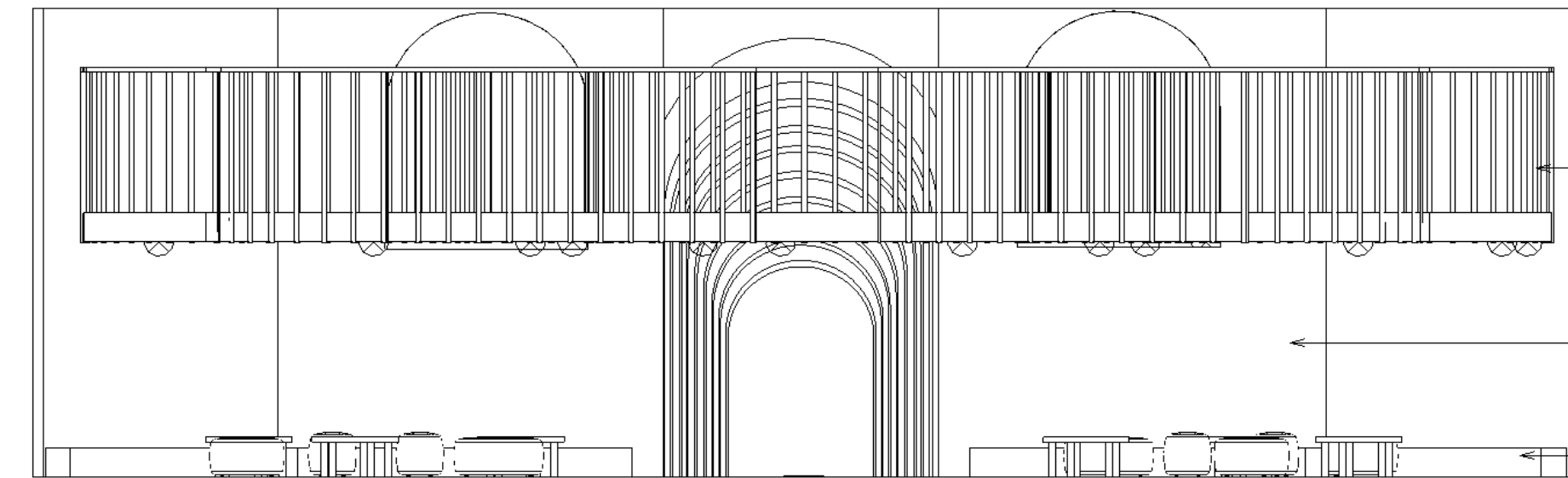
SECTION CUTS



MUSEUM ENTRY WALL

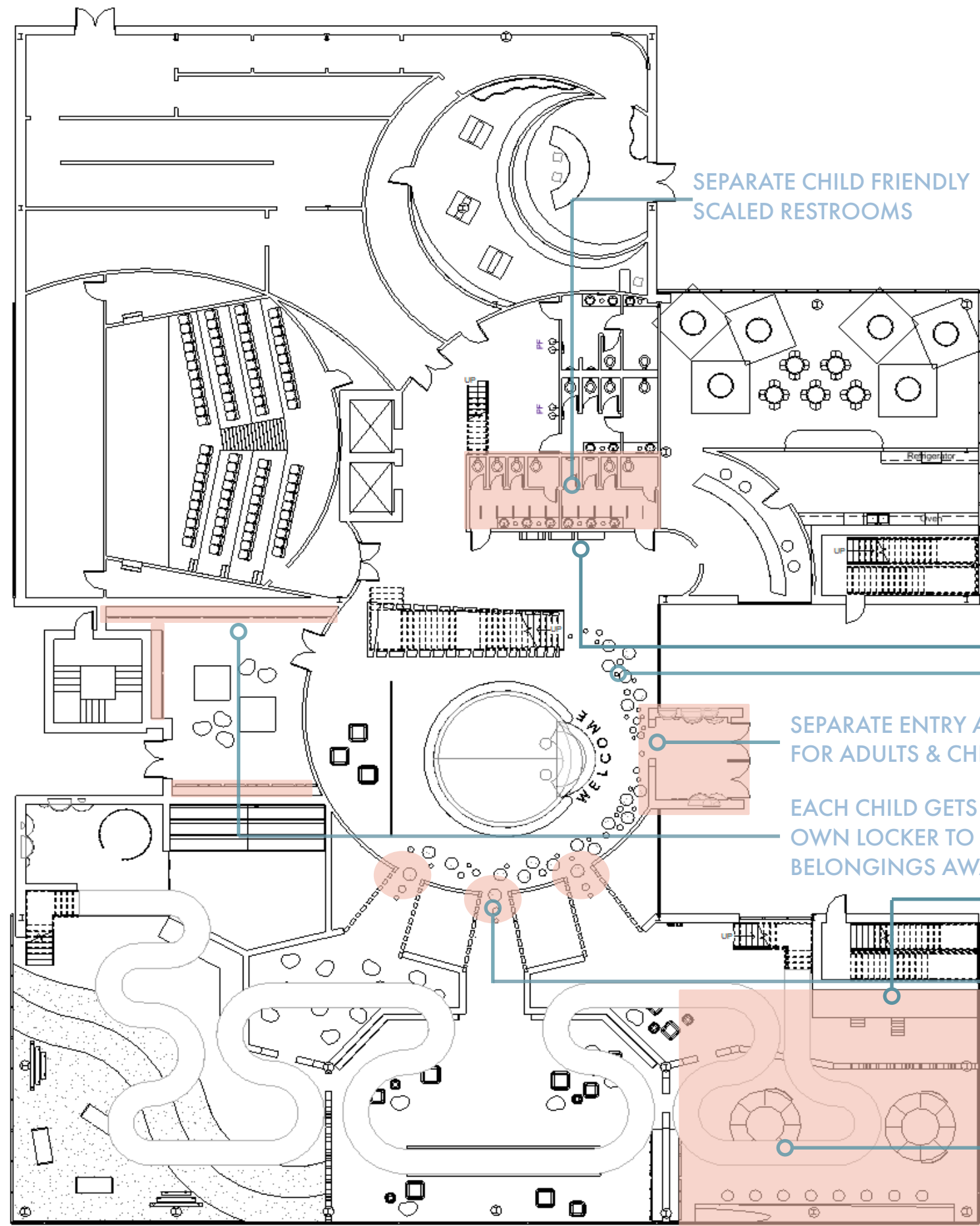


INTERACTIVE ENTRY WALL



COLLABORATION POD

INTERIOR ELEVATIONS



DESIGN DRIVER 1 | SENSE OF INDIVIDUALITY

o A LOT OF THESE CHILDREN STRUGGLE WITH IDENTITY AND INDIVIDUALITY ISSUES, I WANT TO PROVIDE A SPACE THAT ALLOWS THEM TO FEEL INDEPENDENT AND IMPORTANT

THE CONCEPT OF THE BUBBLE PUSHES THE SENSE OF INDIVIDUALITY BUT HOW ONE CAN ALSO COME TOGETHER WITH OTHERS TO FORM SOMETHING BIGGER

SINCE THE EXHIBITION SPACE IS A SECURED AREA, CHILDREN ARE ABLE TO MOVE AROUND HOW THEY PLEASE, DECIDE WHERE THEY WANT TO GO- GIVING THEM A SENSE OF FREEDOM. "CHOOSE YOUR OWN ADVENTURE"

SEPARATE CHILD FRIENDLY SCALED RESTROOMS

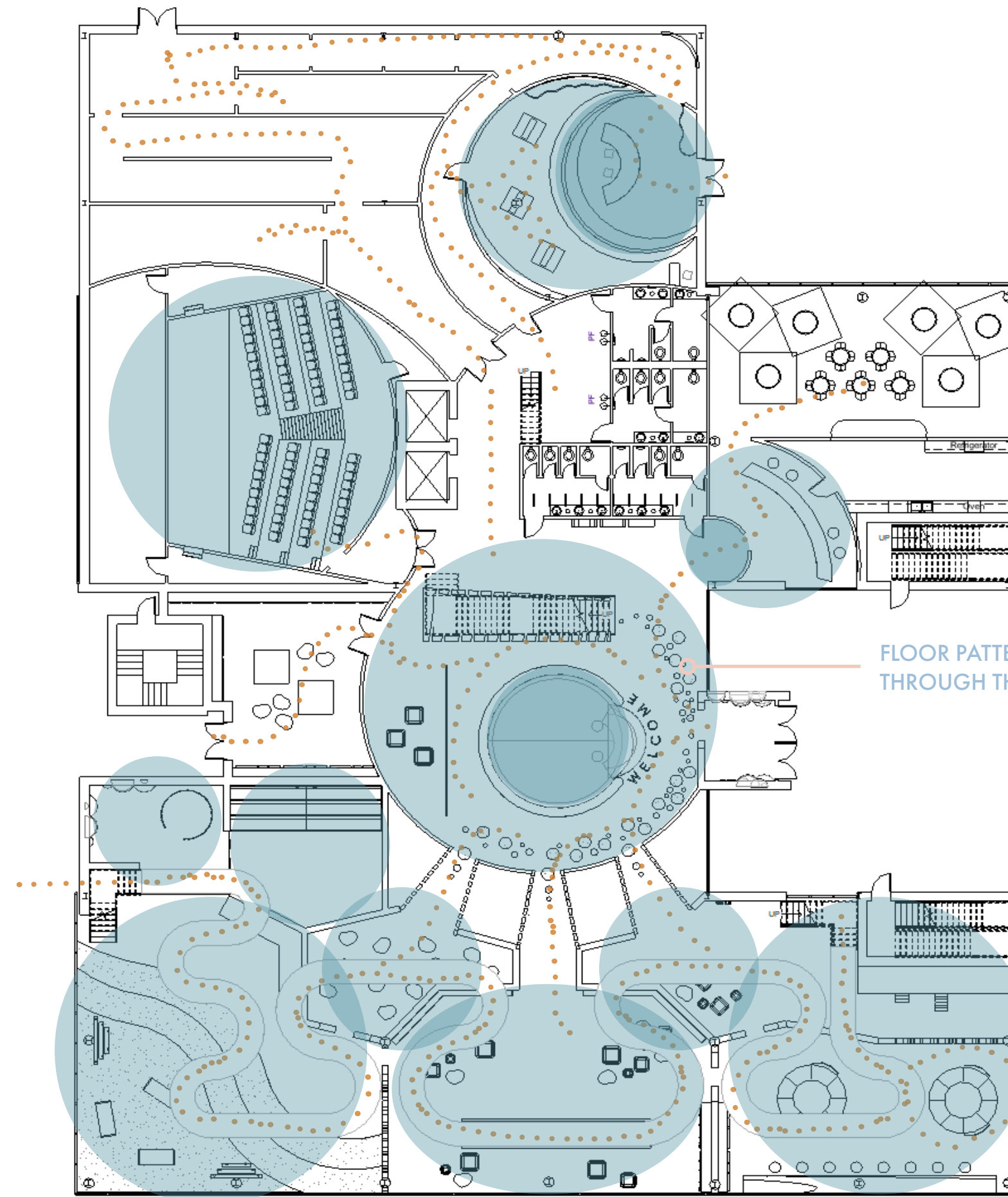
SEPARATE ENTRY ARCHWAYS FOR ADULTS & CHILDREN

EACH CHILD GETS THEIR OWN LOCKER TO PUT THEIR BELONGINGS AWAY

INTIMATE INDIVIDUAL NOOK SPACES

CHILDREN ARE GIVEN A CHOICE OF WHICH ENTRY PORTAL TO TAKE INTO THE EXHIBITION SPACE

THERE ARE TWO EXHIBITION PODS THAT FOCUS ON PROMOTING THE INDIVIDUALS WORK



DESIGN DRIVER 2 | ORGANIC CIRCULATION

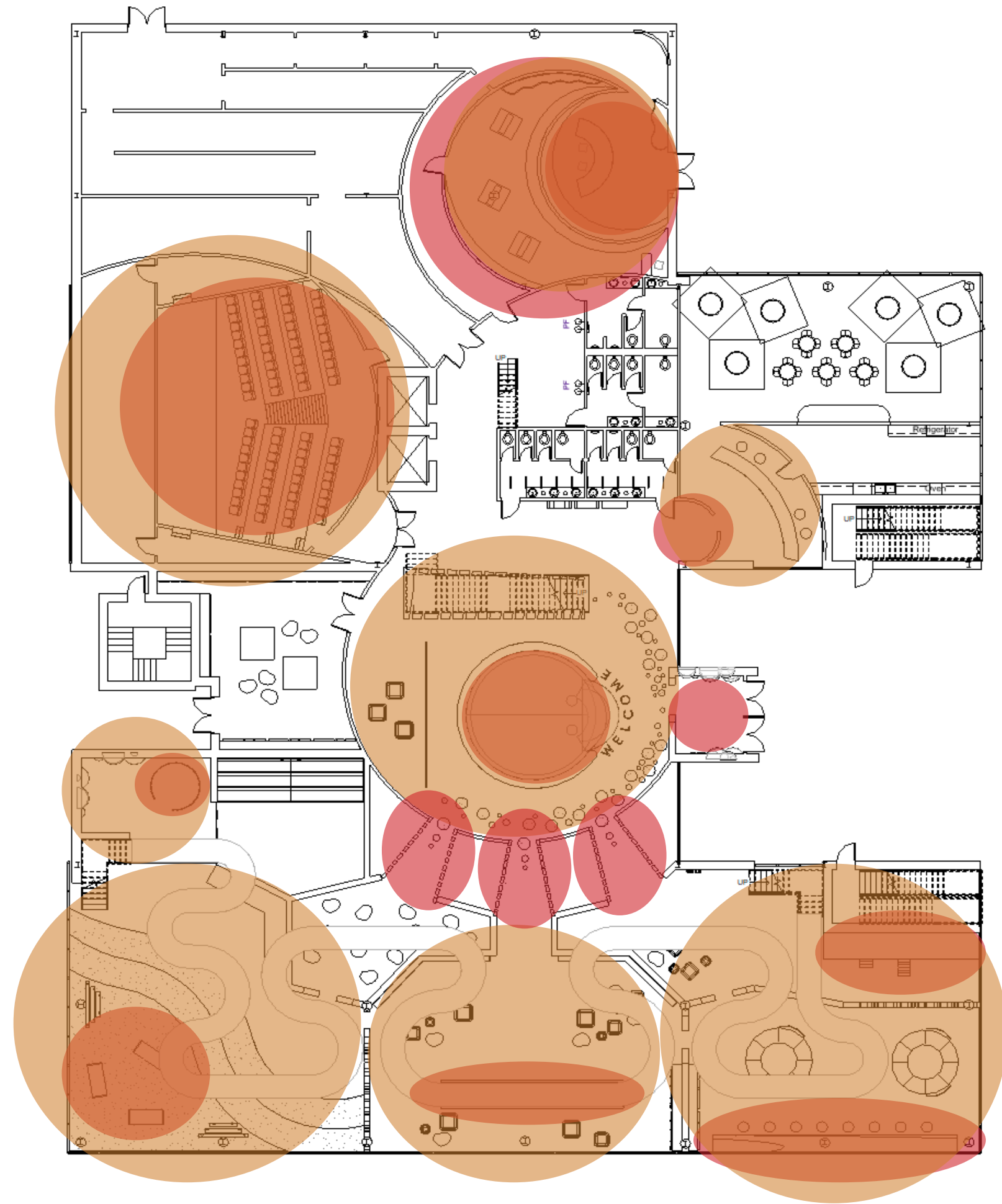
o CREATE A FREE FLOWING EASY USER JOURNEY- BE ABLE TO EASILY FOLLOW THE PATHS OF THE CURVING WALLS & ORGANIC FORMS OF ROOMS

o PUSH THE IDEA OF A BUBBLE BEING A "SERENDIPITOUS HAVEN"- SPACES QUITE LITERALLY TAKE THE FORM OF MERGING BUBBLES

o THE USER SHOULD FEEL PUSHED AND PULLED INTO SPACES

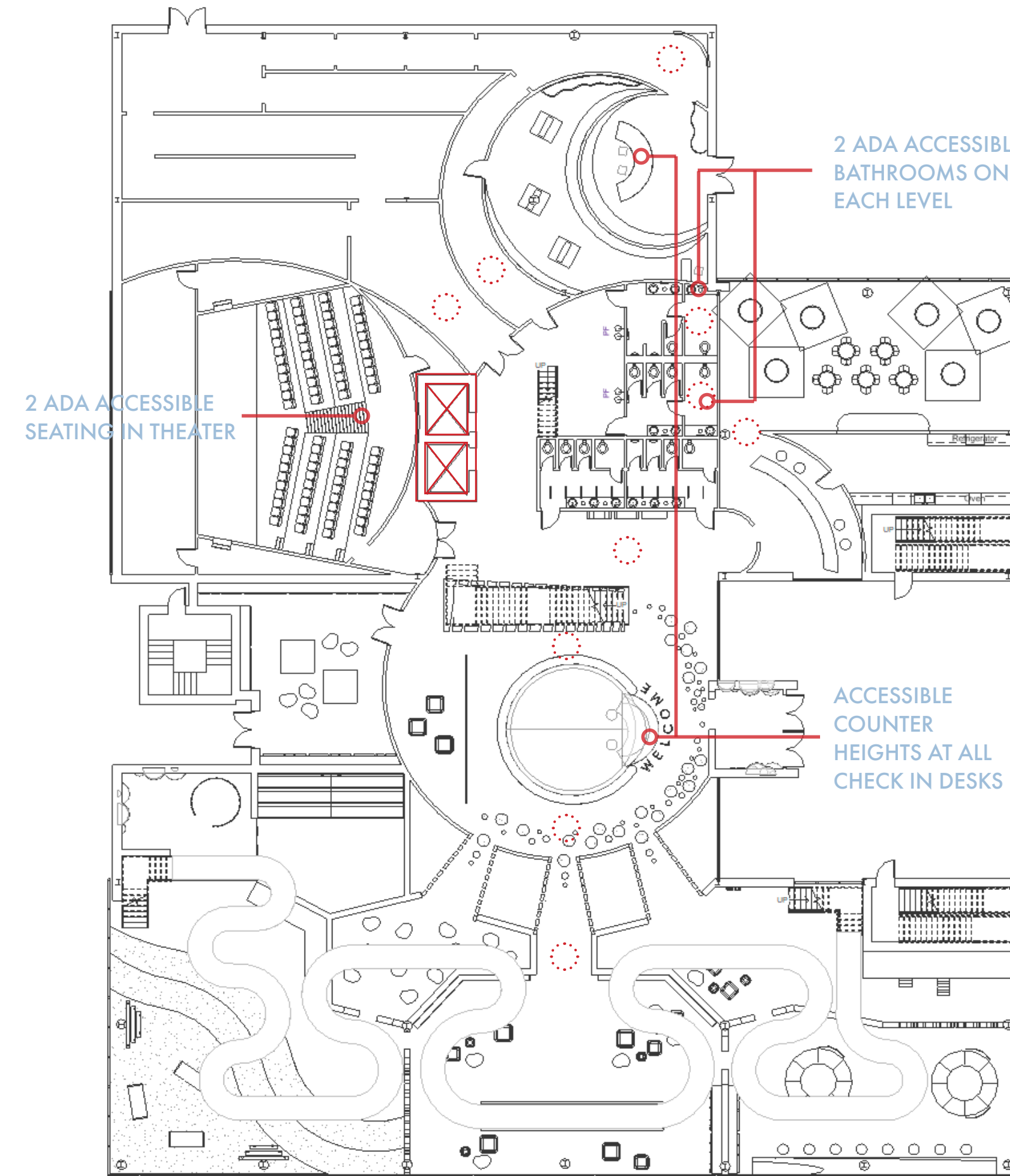
o USER JOURNEY & CIRCULATION PATHS SHOULD ALMOST FEEL INTUITIVE

FLOOR PATTERN GUIDES USER THROUGH THE SPACE



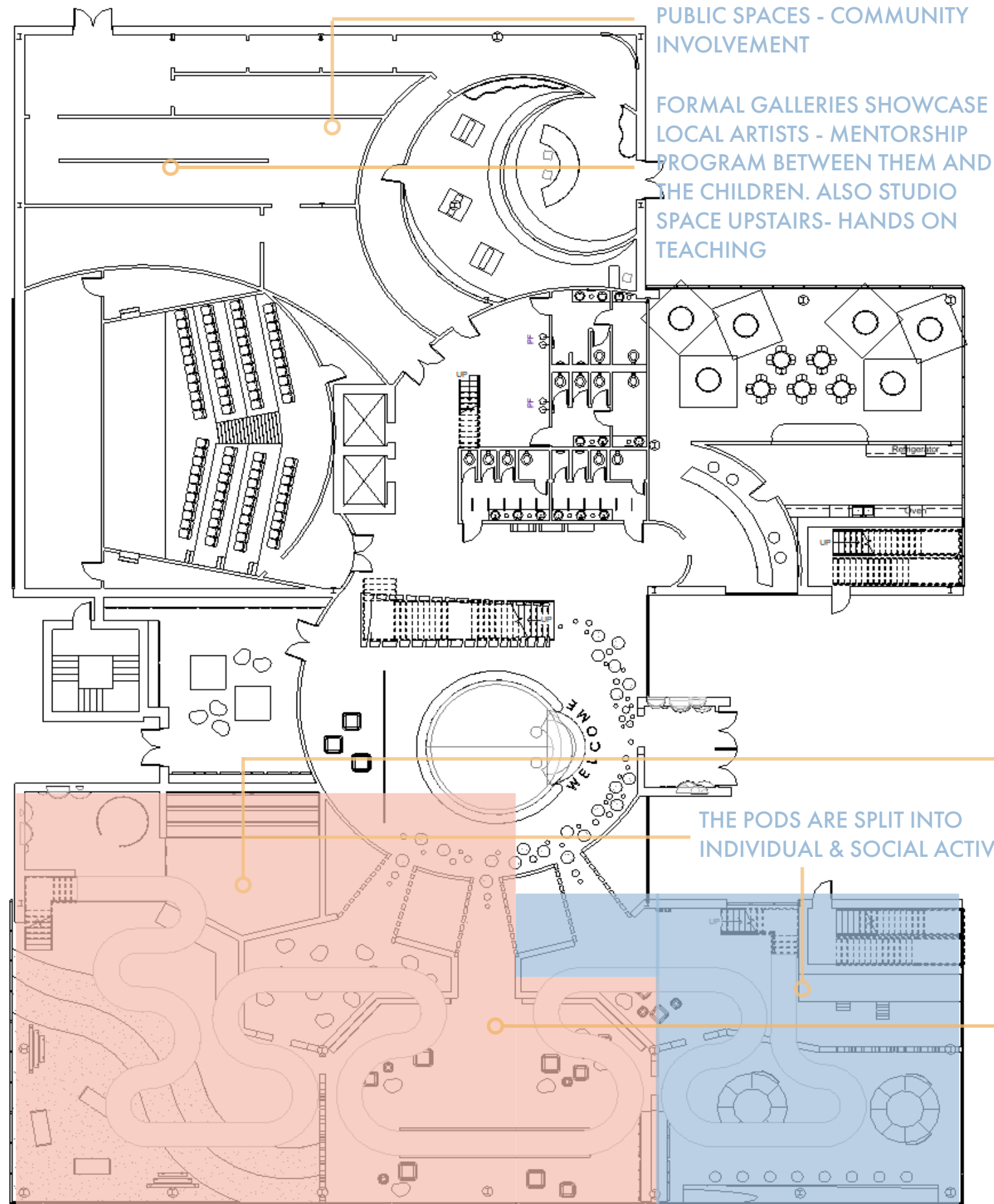
DESIGN DRIVER 3 | SPACE WITHIN SPACE

- CREATE SMALLER INTIMATE SPACES WITHIN LARGER OPEN SPACES
- LAYERING OF SPACES TO CREATE A MORE DYNAMIC DESIGN
- PUSH THE IDEA OF HAVEN | A SMALLER INTIMATE ENCLOSED SPACE
- TAKE THE IDEA OF BUBBLE FORMATIONS | OVERLAPPING OF FORMS



ACCESSIBILITY

- MAJOR CIRCULATION HALLWAYS ARE MIN. 5' W
- ELEVATOR ACCESS
- 3' W MIN. IN ALL HALLWAYS AND DOORWAYS
- PLACE RAMPS ANYWHERE THERE IS A CHANGE IN FLOOR HEIGHT
- AUTOMATIC DOORS
- 5' DIA WHEELCHAIR TURNING CIRCLE



PRIMARY DESIGN GOALS

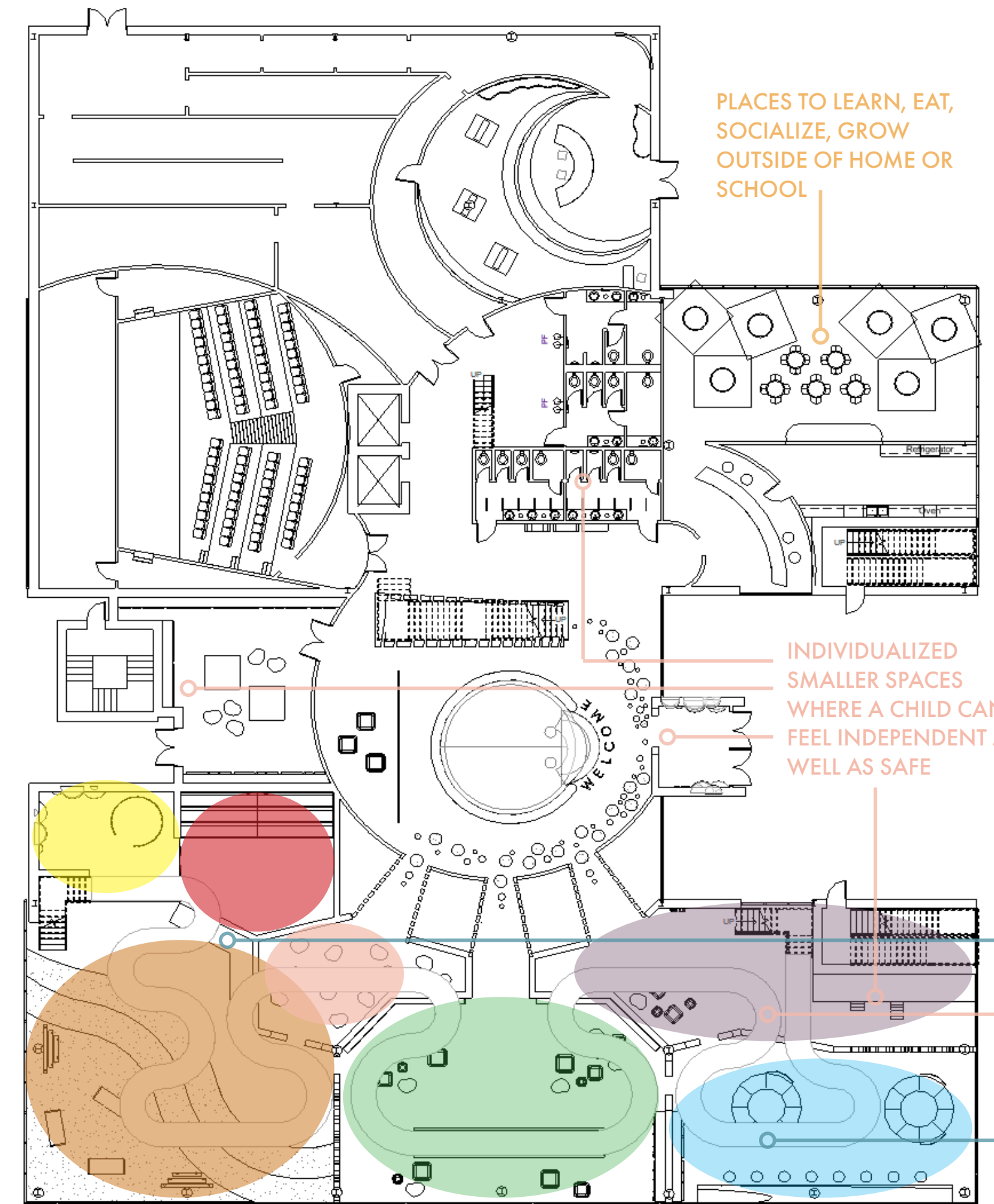
- o TO GIVE DISADVANTAGED YOUTH A PLACE OF COMFORT OUTSIDE OF HOME OR SCHOOL & HELP THEM REACH THEIR CREATIVE POTENTIAL
- o TO HELP THESE CHILDREN FREELY EXPRESS THEIR INDIVIDUALITY & EMOTIONS BY MEANS OF FINE ARTS, MUSIC AND THEATER, THROUGH COMMUNITY-BASED PROGRAMS, STUDIO WORKSHOPS AND MUSEUM-BASED LEARNING
- o TO CONNECT YOUNG CHILDREN WITH LOCAL ARTISTS, BUILD RELATIONSHIPS AND NURTURE POSITIVE EMOTIONAL CONNECTIONS.
- o TO CREATE A SENSE OF PLACE THROUGH A SAFE, EXPRESSIVE, AND COLLABORATIVE COMMUNITY-BASED ARTS CENTER
- o TO ENGAGE AND STIMULATE CHILDREN THROUGH SENSORY BASED LEARNING ACTIVITIES

MORE ENERGETIC COLLABORATIVE PODS ARE OPEN AND INVITE CHILDREN TO SOCIALIZE WITH EACH OTHER THROUGH SHARED SPACE, & GROUP CRAFTS & PLAY LEARNING

HANDS ON SENSORY BASED DESIGN OF EXHIBITION PODS THAT ENGAGES SENSES OF SIGHT, HEARING, AND TOUCH

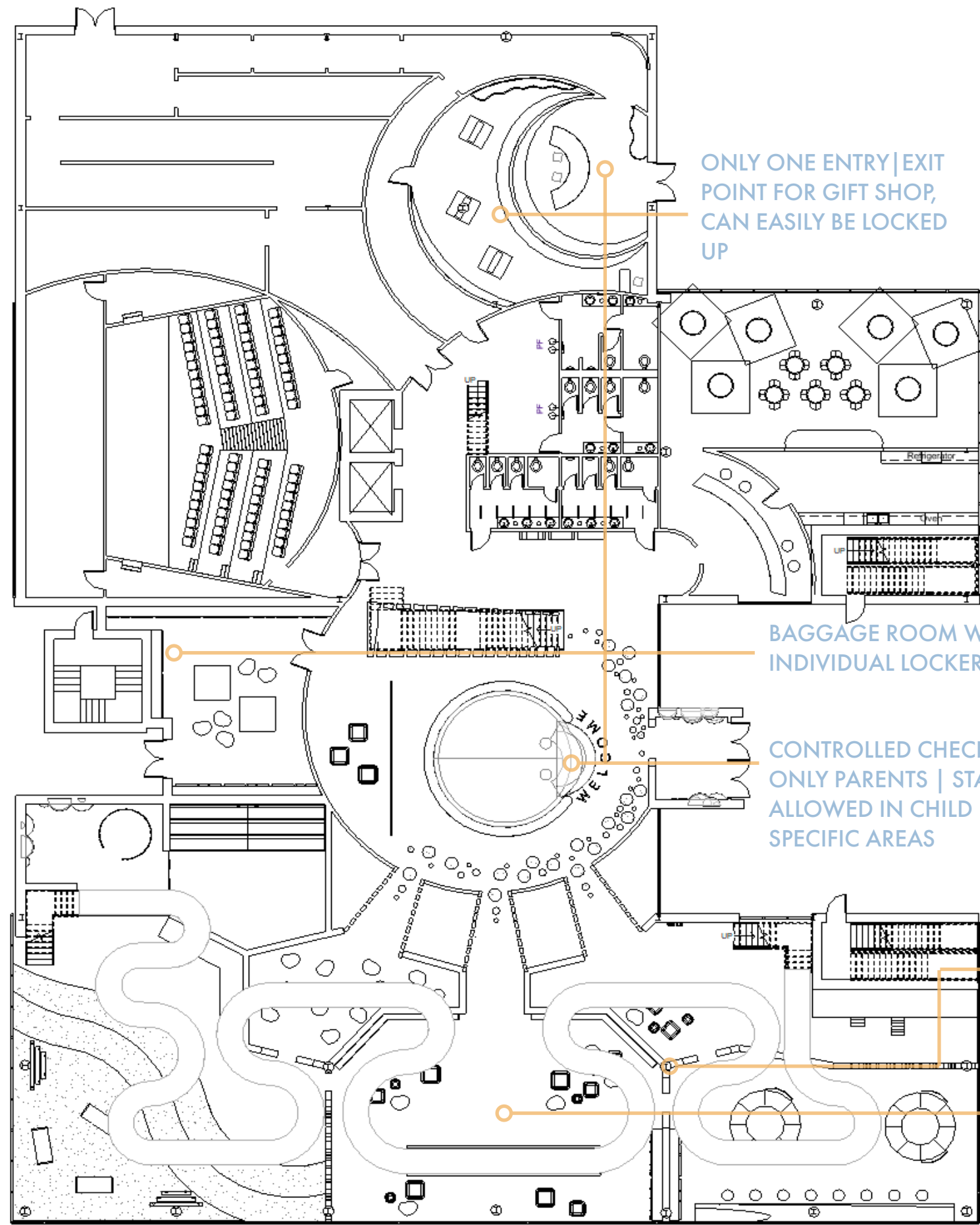
SECOND LEVEL DEDICATED TO CLASSROOM & STUDIO SPACE RANGING ALL DIFFERENT TYPES OF MEDIUMS

PRIVATE COUNSELING OFFICES ON THE SECOND LEVEL PROVIDE A PLACE OF CONFIDENTIALITY & EMOTIONAL SUPPORT



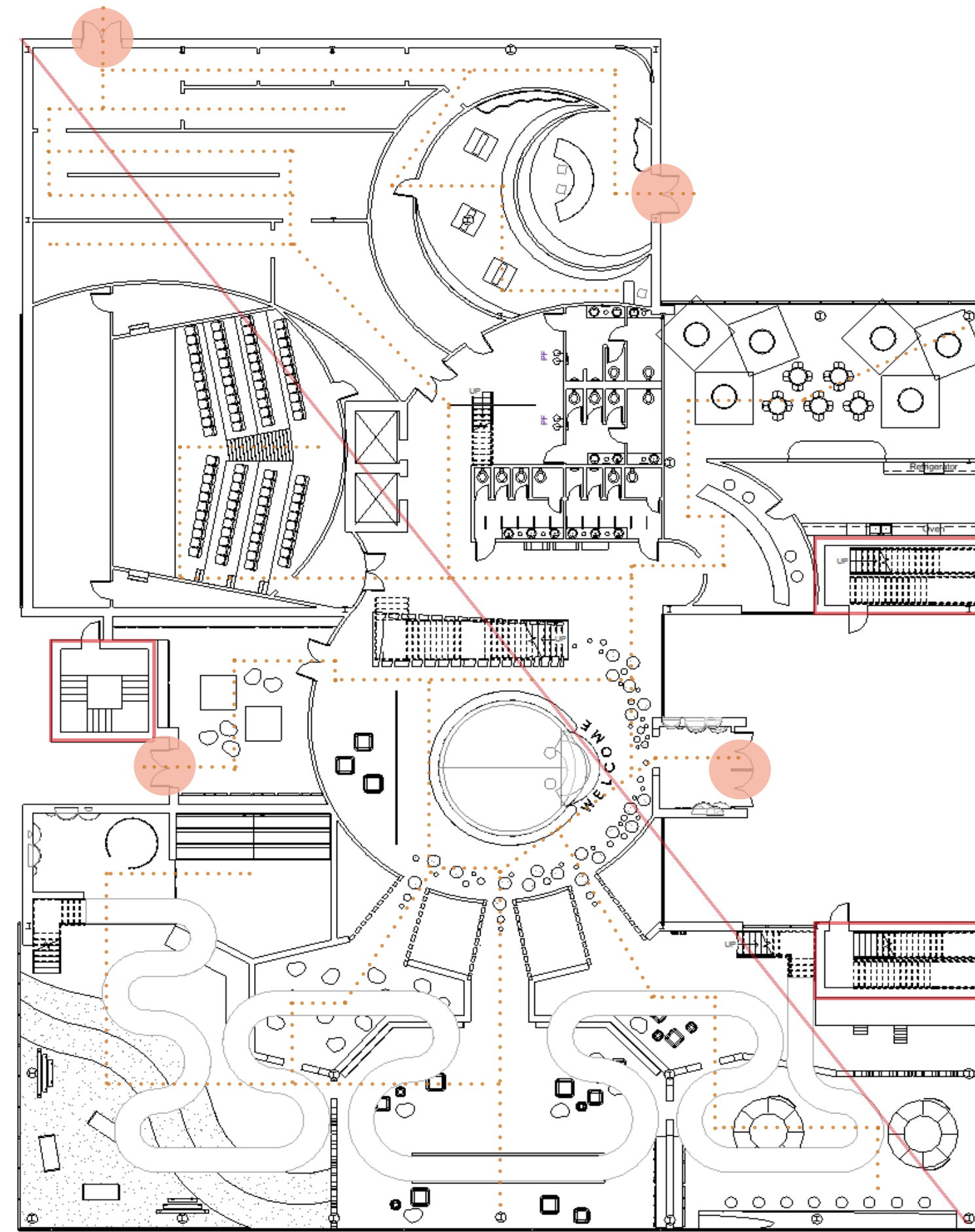
THEORIES OF ENVIRONMENT & BEHAVIOR

- o **COMFORT THEORY:**
CREATE A SPACE WHERE CHILDREN FEEL SAFE TO EXPRESS THEMSELVES THROUGH ARTS BASED ACTIVITIES
TO BE ABLE TO TALK OPENLY ABOUT THEIR FEELINGS
TO BE ABLE TO CONNECT WITH OTHER INDIVIDUALS THEIR AGE AS WELL AS GROW THEIR TRUST IN ADULTS
- o **THIRD PLACE THEORY:**
CREATE A SPACE THAT A CHILD CAN FEEL SAFE IN, WHERE THEY CAN GROW AND LEARN & PLAY. A PLACE THAT IS NEITHER A HOME OR A SCHOOL
- o **COLOR THEORY**
CREATE A SPACE THAT USES COLOR IN ASSOCIATION WITH FEELINGS
USE COLOR TO SEPARATE ROOMS AS WELL AS IN WAYFINDING APPLICATIONS



SAFETY & SECURITY

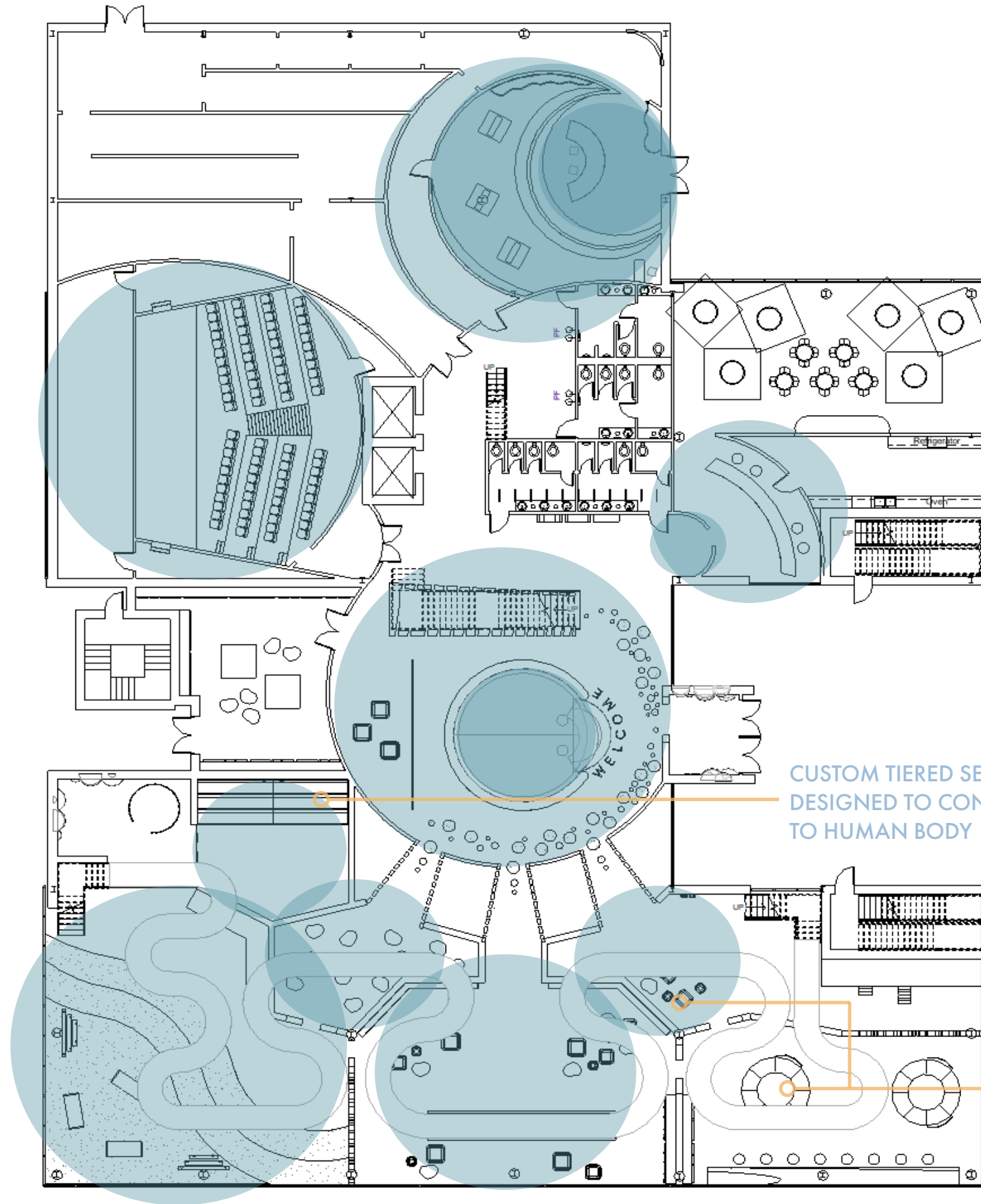
- o SEPARATE ENTRY FOR PRIMARY (CHILDREN) & FOR SECONDARY (PUBLIC) USER GROUPS
- o SLIP RESISTANT FLOORING
- o CLEAR WAYFINDING SIGNAGE
- o LARGE OPEN AREAS
- o TRANSPARENT MATERIALITY ALLOWS FOR CLEARER SIGHTLINESS
- o SECURITY CAMERAS IN EVERY ROOM & LOCKS ON EVERY DOOR



RELEVANT CODES & LIFE SAFETY

- o SPRINKLER HEADS PLACED ON CEILING EVERY 15'
- o USE OF SMOKE DETECTORS IN EVERY ROOM
- o CLASS A FIRE EXTINGUISHERS PLACED EVERY 75'
- o FIRE RATED STAIR WELLS
- o EXITS SHOULD BE ACCESSIBLE WITHIN 120' OR LESS FROM ANY ROOM
- o DOORS SWING OUTWARDS
- o FIRE RATED MATERIALITY

- POINTS OF ENTRY | EXIT
- ▭ EMERGENCY EGRESS STAIRS
- ⋯ COMMON PATH OF TRAVEL
- 241'

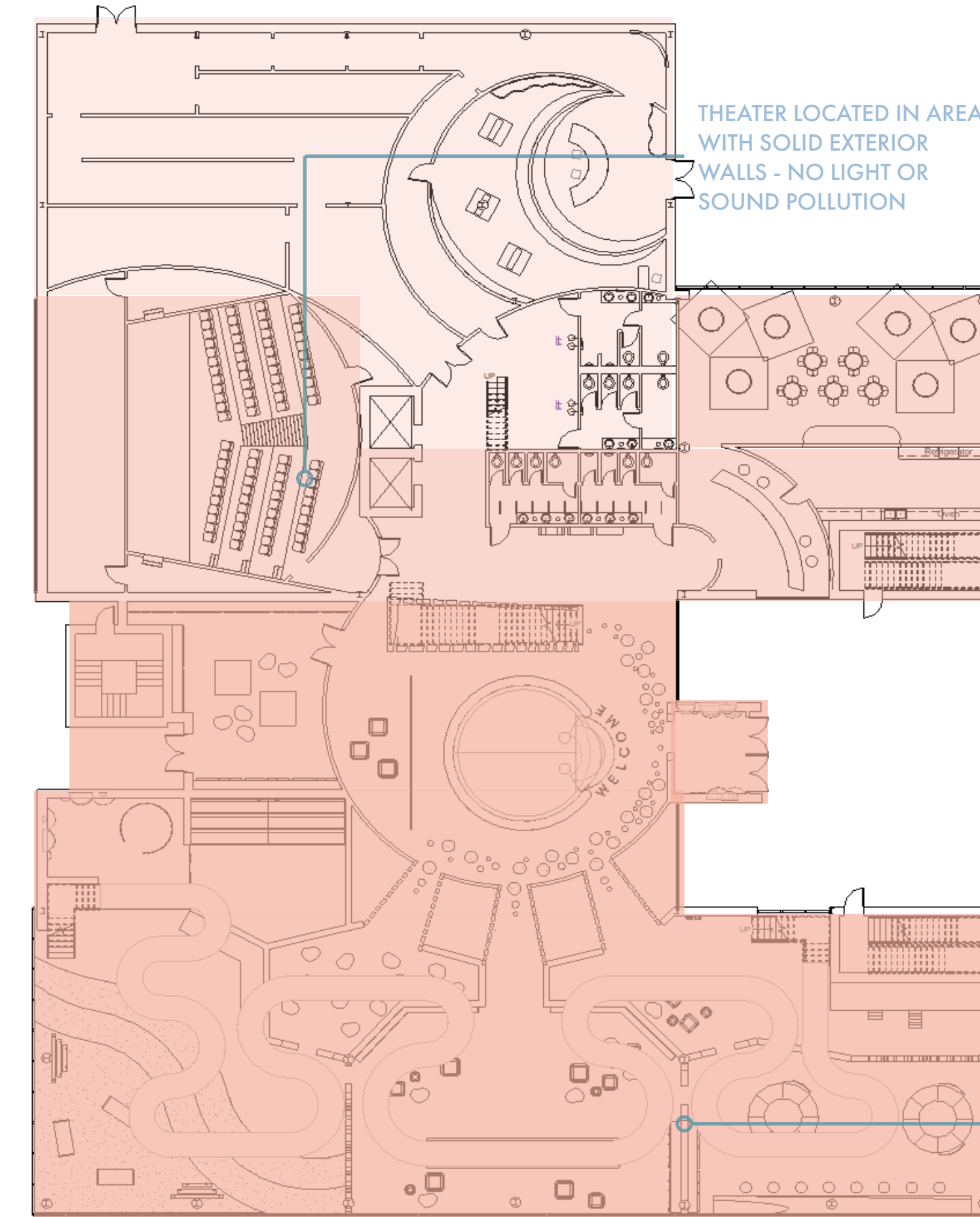


ANTHROPOMETRICS & ERGONOMICS

- o ARCHWAYS | WALL OPENINGS SCALED DOWN TO 5' TO ACCOMMODATE AVERAGE HEIGHT OF USER GROUP
- o EXHIBITION INTERACTIVE TOOLS SET TO VARYING HEIGHTS TO ACCOMMODATING AVERAGE HEIGHTS OF 5, 7, AND 9 YEARS OLD CHILDREN & WITHIN A COMFORTABLE REACH DISTANCE
- o CURVED WALLS & ORGANIC SHAPED ROOMS ARE EASY FOR USER GROUPS TO NAVIGATE AND FOLLOW ALONG & TO BE CONDUCTIVE TO HOW PEOPLE MOVE
- o SCALE OF BUILT INS & CUSTOM MILLWORK DESIGNED WITH USER IN MIND

CUSTOM TIERED SEATING
DESIGNED TO CONFORM
TO HUMAN BODY

FLEXIBLE SOFT SEATING & MODULAR
FURNITURE TO GIVE USER CHOICE OF
HOW OR WHERE TO SIT



ACOUSTICS

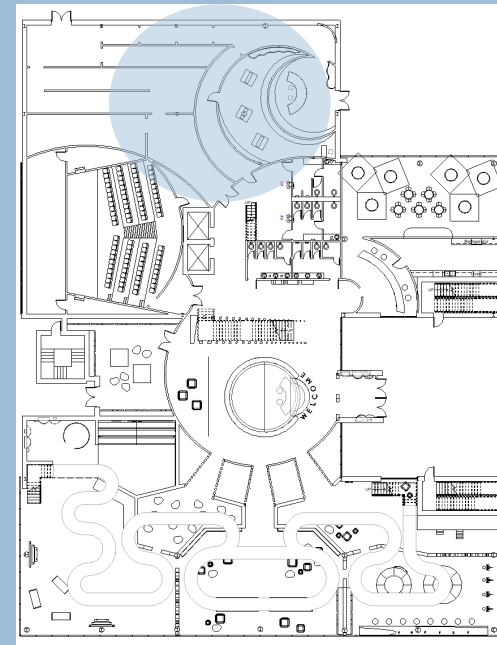
- o SEPARATION OF FORMAL PUBLIC SPACES & CHILDREN'S EXHIBITION AREAS- REDUCING NOISE POLLUTION IN THE FORMAL MUSEUM SETTING
- o FELTED UPHOLSTERY AS WELL AS ACOUSTIC PANELS HELP TO REDUCE SOUND
- o FLOOR TO CEILING HEIGHT WALLS TO HELP REDUCE SOUND SPREAD BETWEEN ROOMS

THEATER LOCATED IN AREA
WITH SOLID EXTERIOR
WALLS - NO LIGHT OR
SOUND POLLUTION

- PRIMARY USER GROUP SPACES
- SHARED USER GROUP SPACES
- SECONDARY USER GROUP SPACES

12" THICK WALLS IN
EXHIBITION AREAS TO
TRY AND REDUCE NOISE
SPREAD FROM POD TO
POD

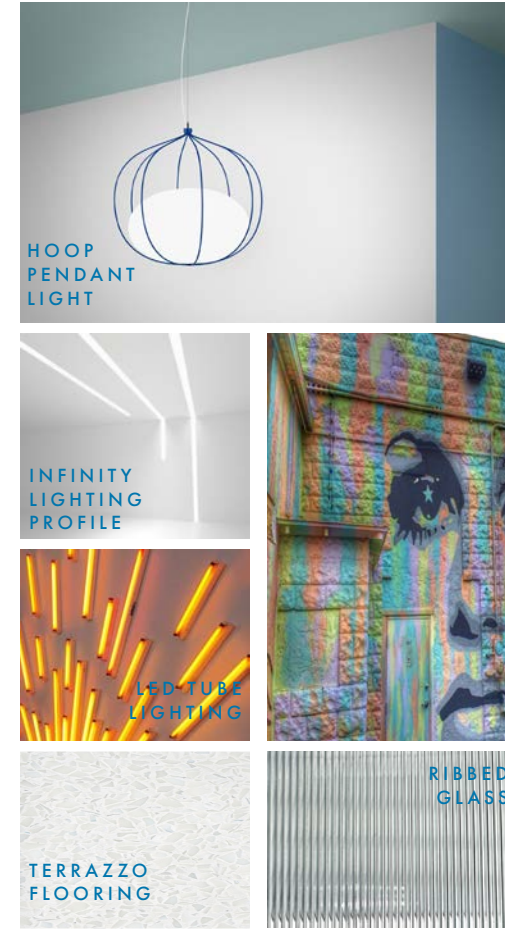
FORMAL GALLERIES



GALLERY LOBBY

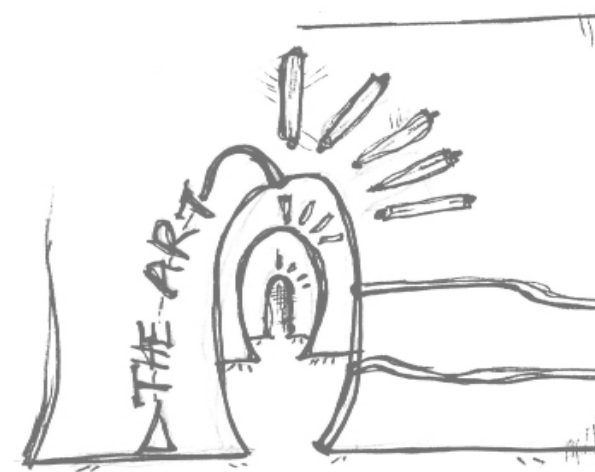
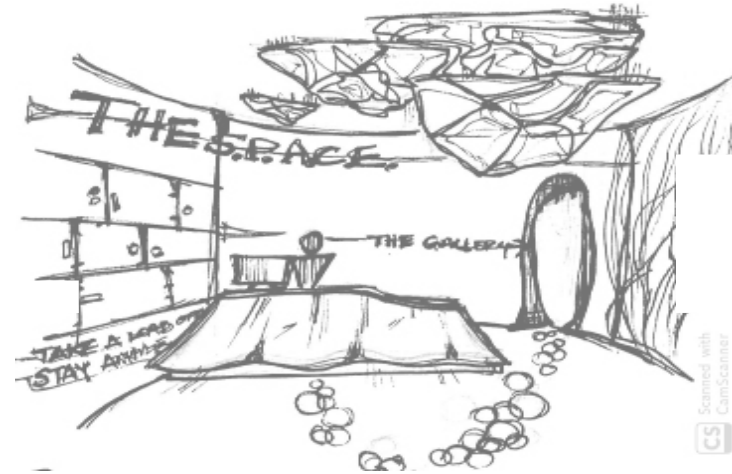


GALLERY HALL

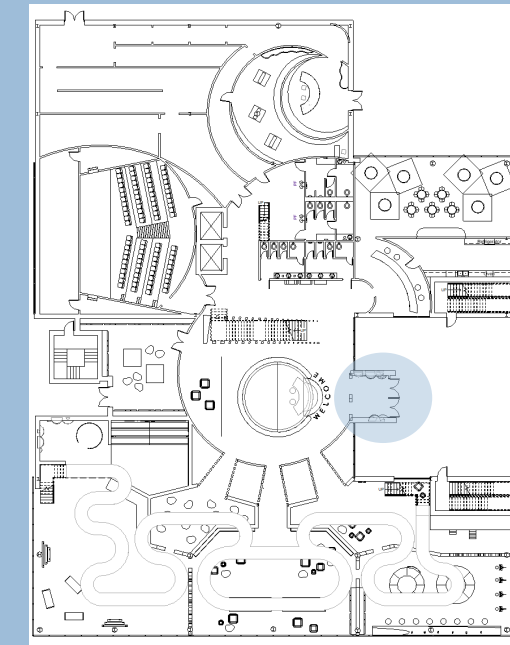


COMMISSIONED MURAL ART

CONCEPT SKETCHES



ENTRY EXPERIENCE



HOOP PENDANT LIGHT



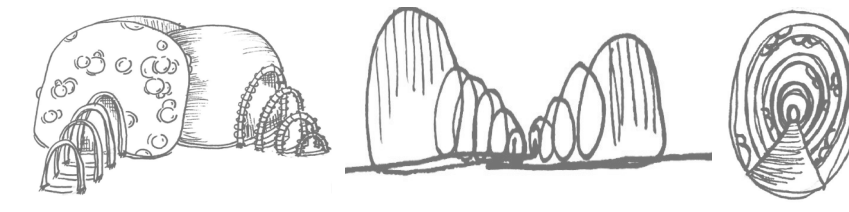
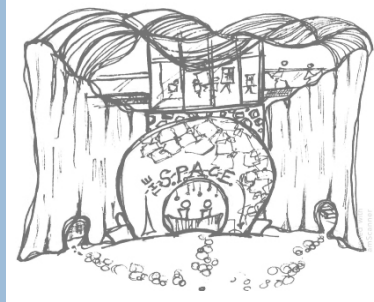
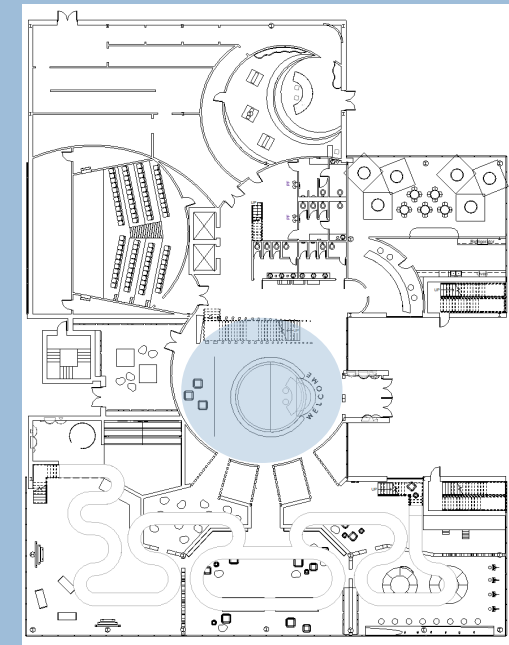
BACK LIT SIGNAGE

MYSTIC BLUE PAINT

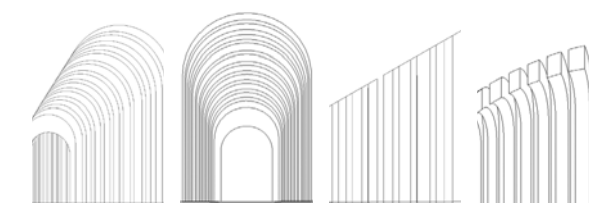


TERRAZZO FLOORING

MUSEUM LOBBY



CONCEPT SKETCHES



MUSEUM ENTRY PORTALS



DICHRIC FILM

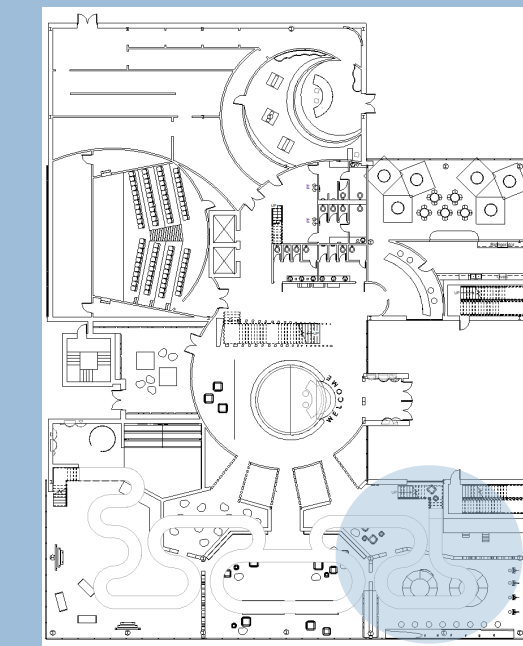
TERRAZZO FLOORING

"PAPER CUT" GLASS WALL

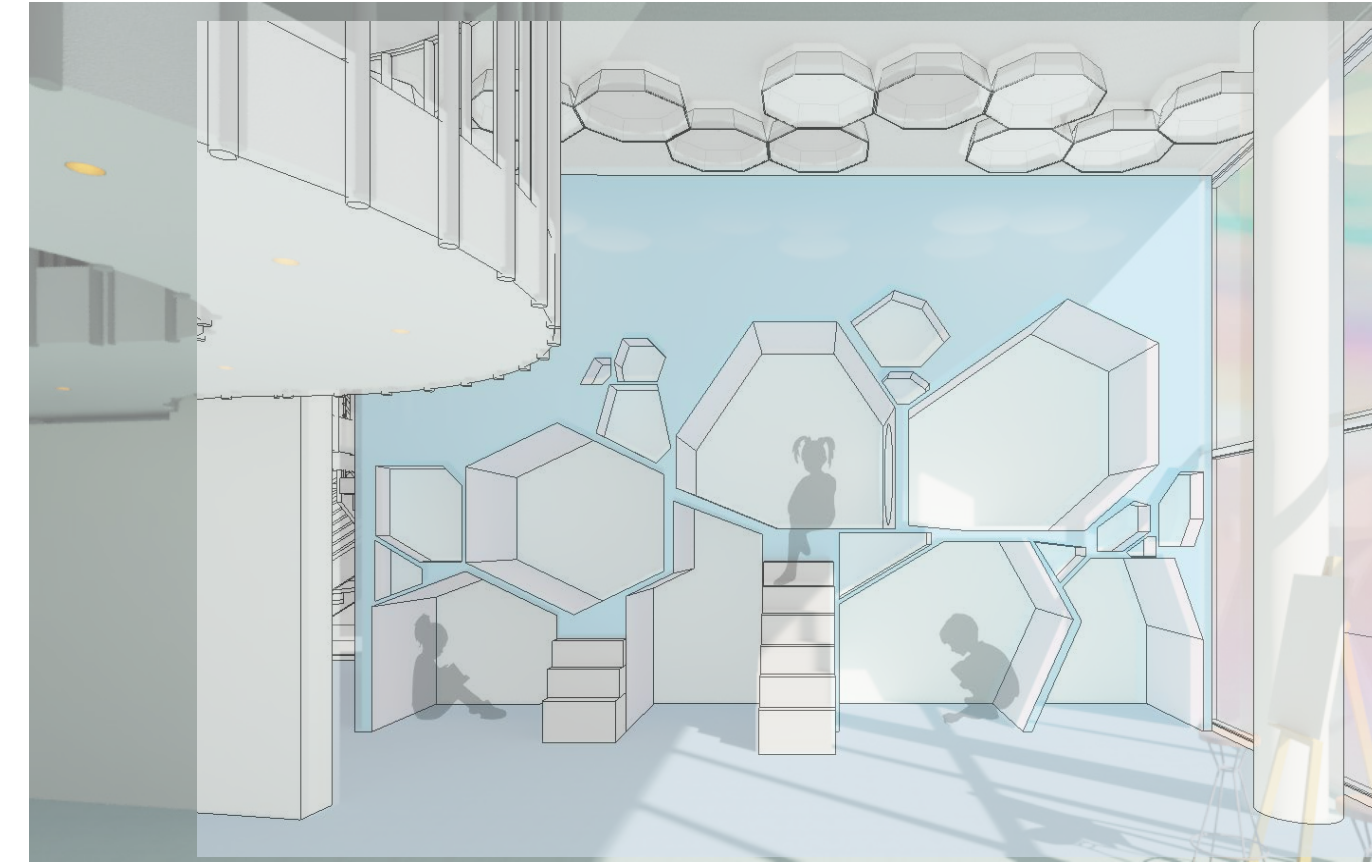
RECYCLED OAK ARCHWAYS

MYSTIC BLUE PAINT

INDEPENDENT POD



BUBBLE READING NOOKS

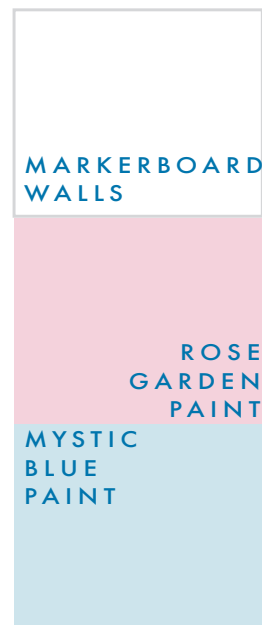


CONCEPT MODEL

MINI GALLERY



INDIVIDUAL CRAFT POD



MARKERBOARD WALLS

ROSE GARDEN PAINT

MYSTIC BLUE PAINT

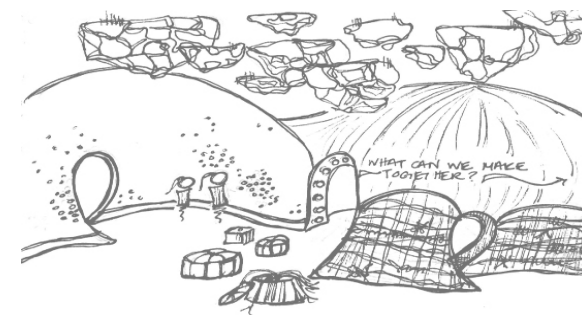
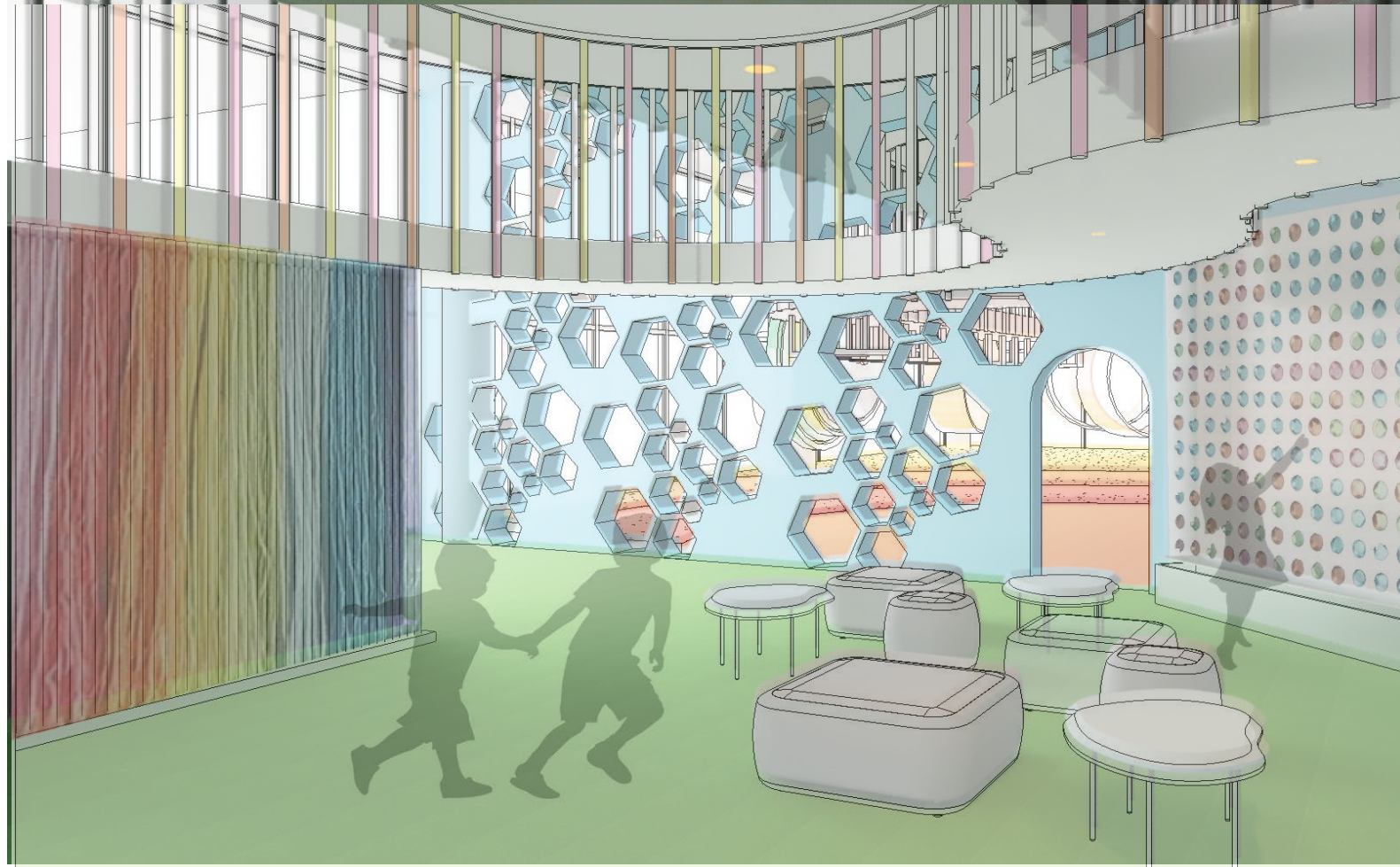
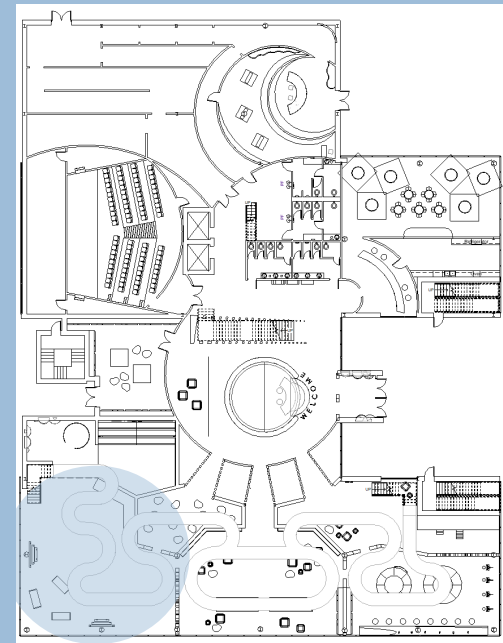


UMBRELLA CEILING FIXTURE

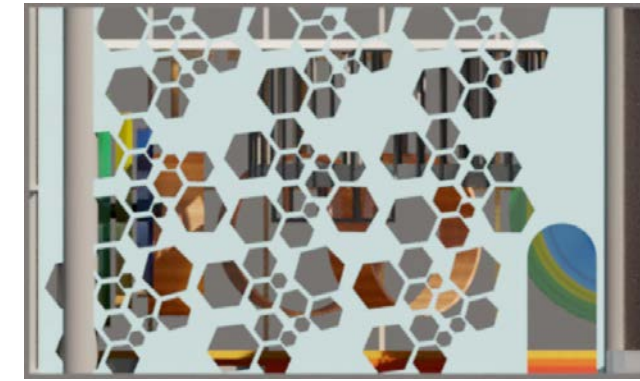


IORI KIDS POUFS

COLLABORATION POD



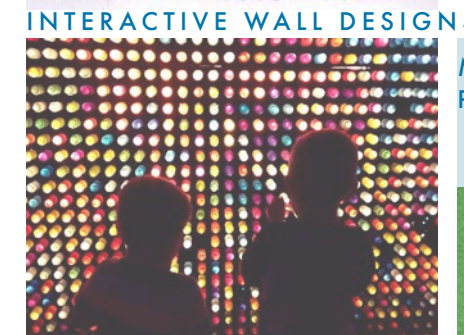
CONCEPT SKETCH



CUSTOM PARTITION WALL

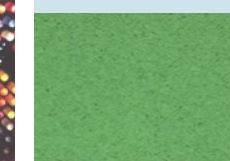


DROPLET
BENCHES



INTERACTIVE WALL DESIGNS

MYSTIC BLUE
PAINT

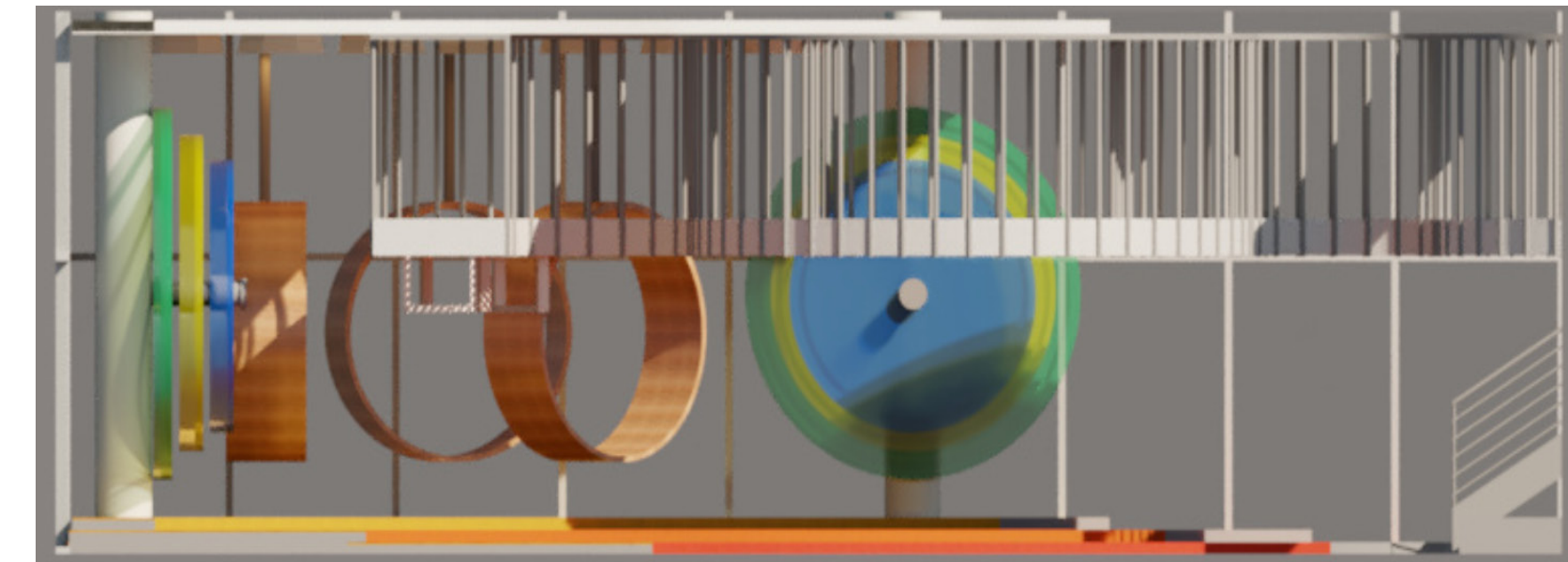
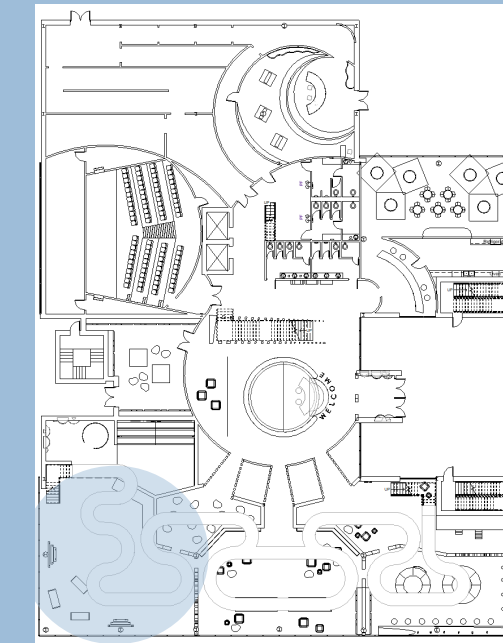


MAY GREEN
RECYCLED
RUBBER
FLOORING



PLUS POUFS

PLAY POD



CUSTOM
KALEIDOSCOPE
MOVABLE FIXTURES



WOODEN
SWING CHAIRS

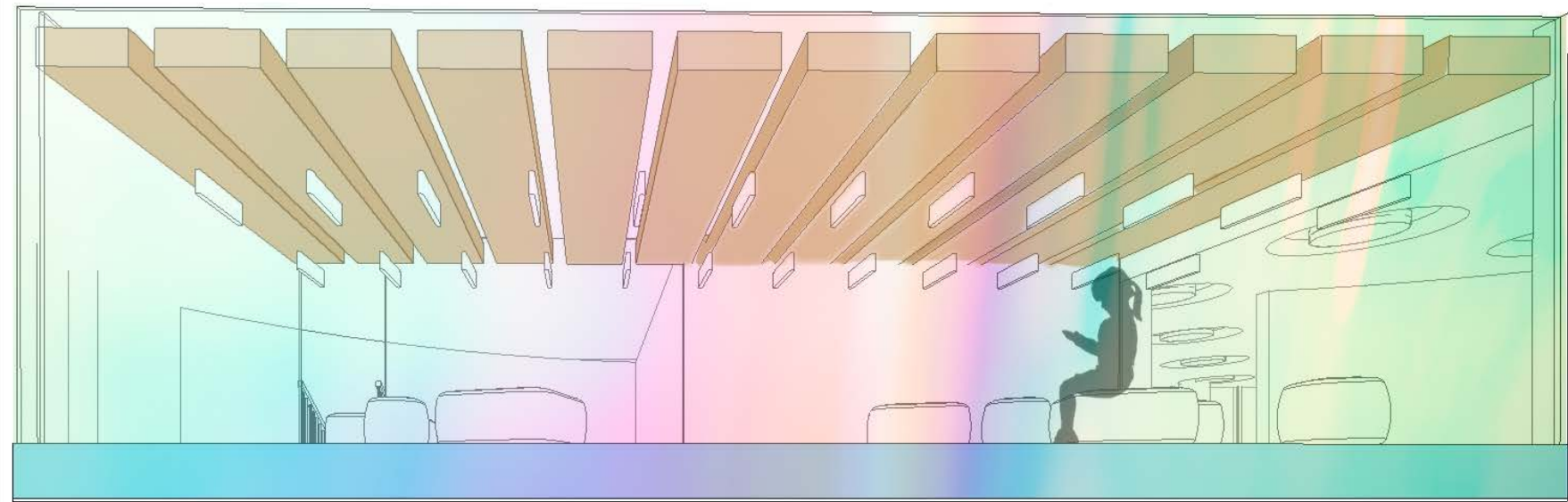
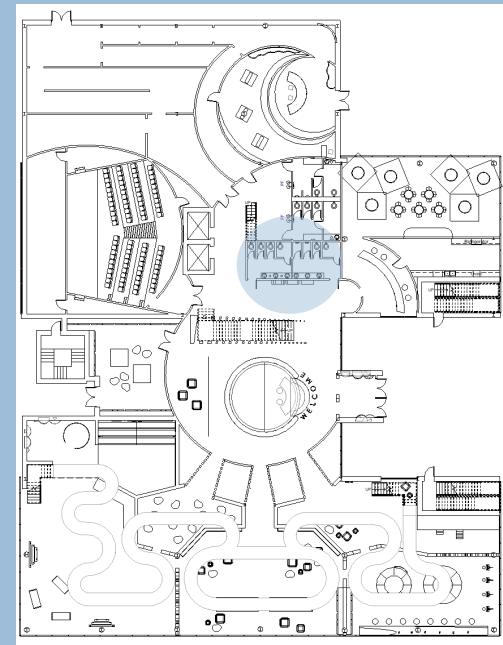


BOLLE KIDS
ARMCHAIRS

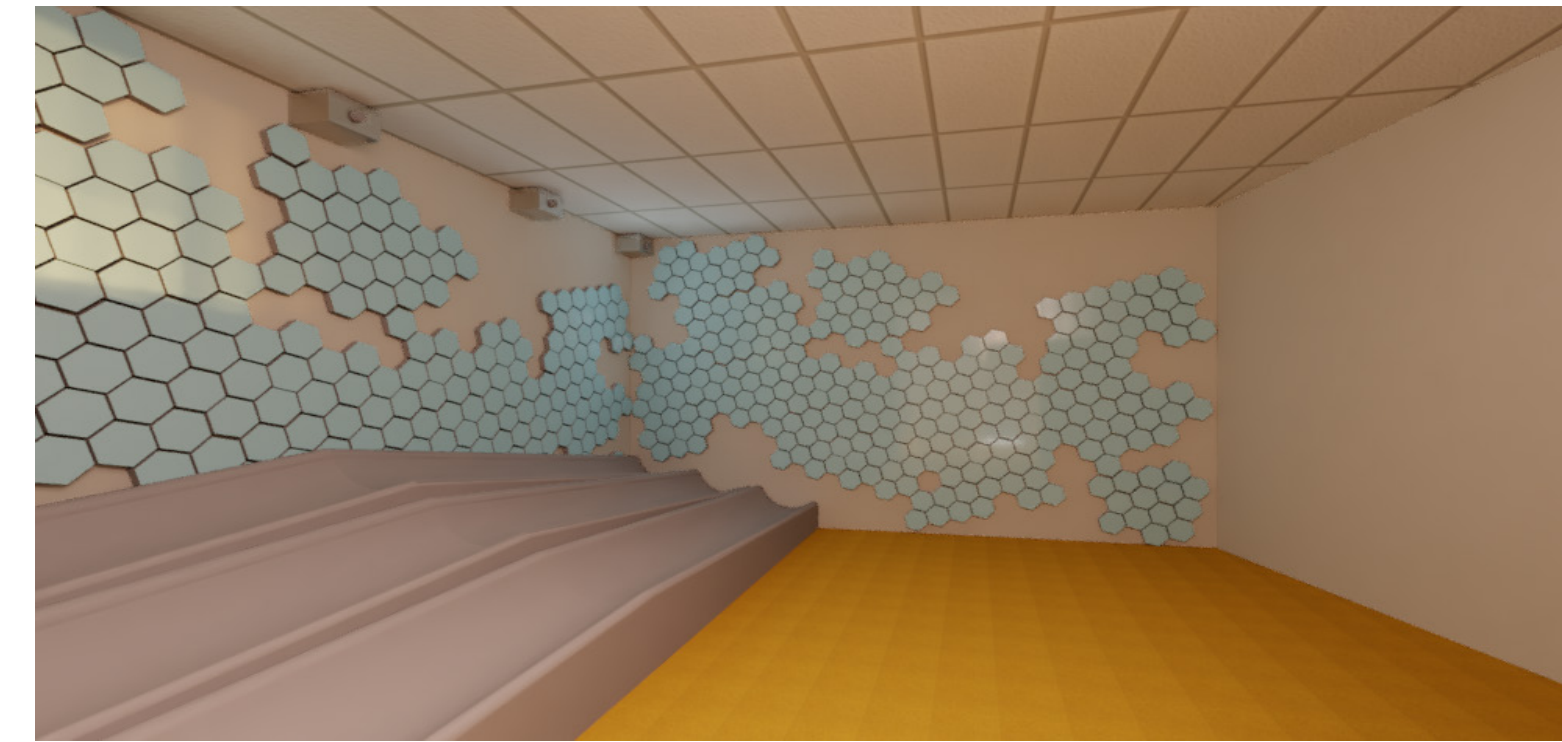
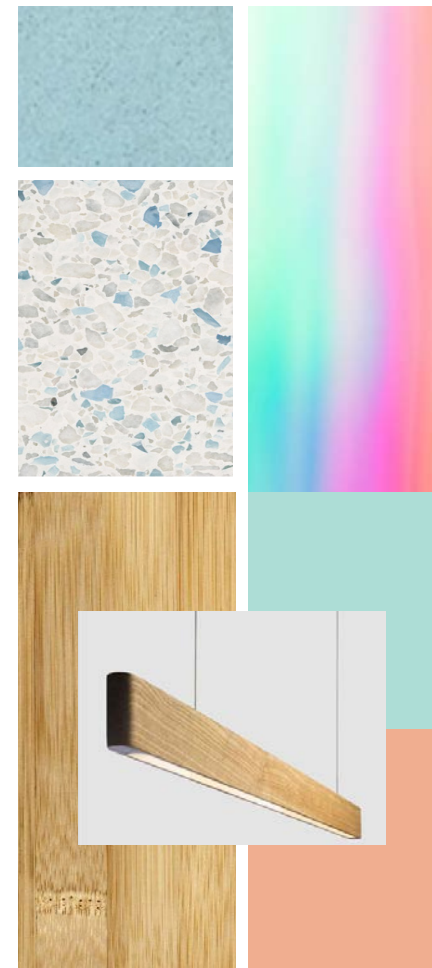
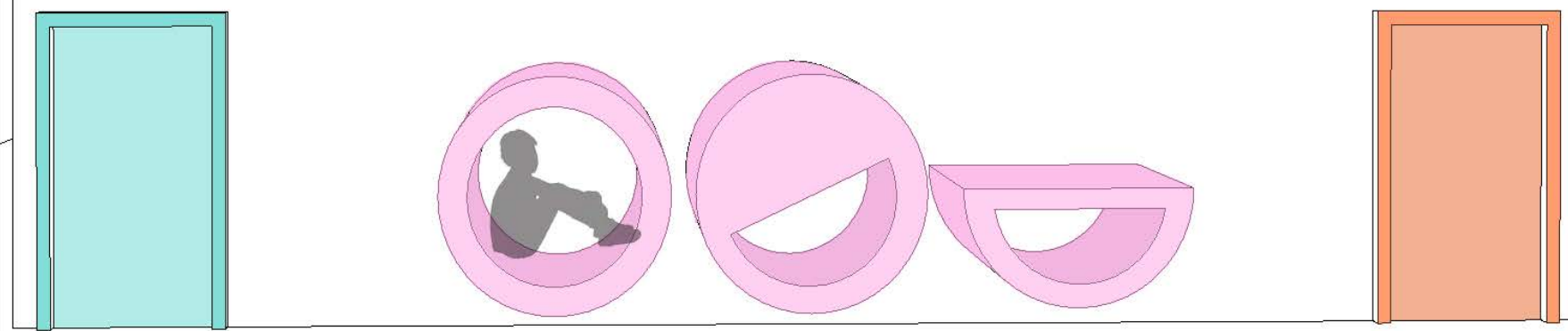


RUBBER
FLOORING

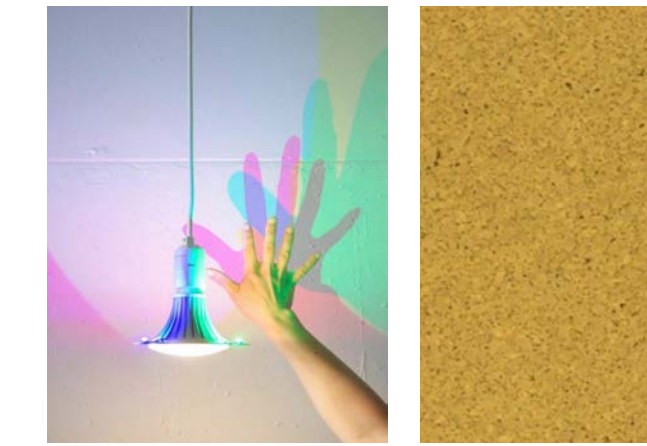
KID'S LOUNGE



KID'S LOUNGE



AUDIO VISUAL POD



EXTRA SPACES



STAIRS TO CATWALK



| CAFE |



PHASE VII

- PART 1 | FURNITURE SELECTIONS
- PART 2 | LIGHTING SELECTIONS
- PART 3 | FINISH SELECTIONS

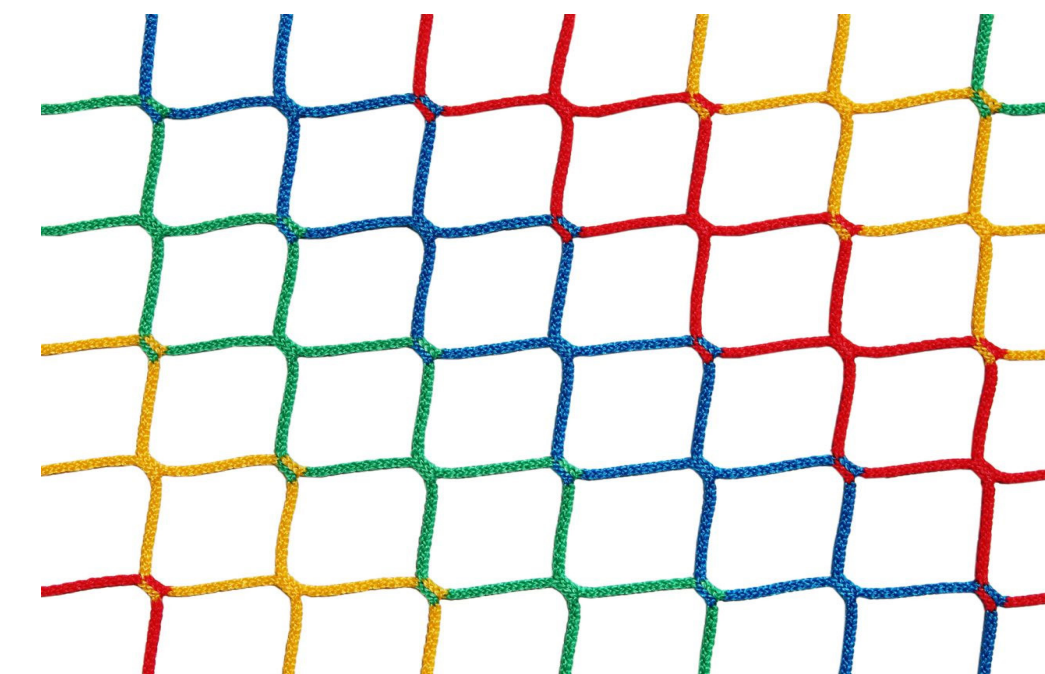
FOCUS AREAS FURNITURE SELECTIONS



DROPLET BENCH



IORI POUF



MULTICOLORED NET



PLUS POUF



BOLLE ARMCHAIR



CAPSULE ARMCHAIR



SWING N.3

FOCUS AREAS LIGHTING SELECTIONS

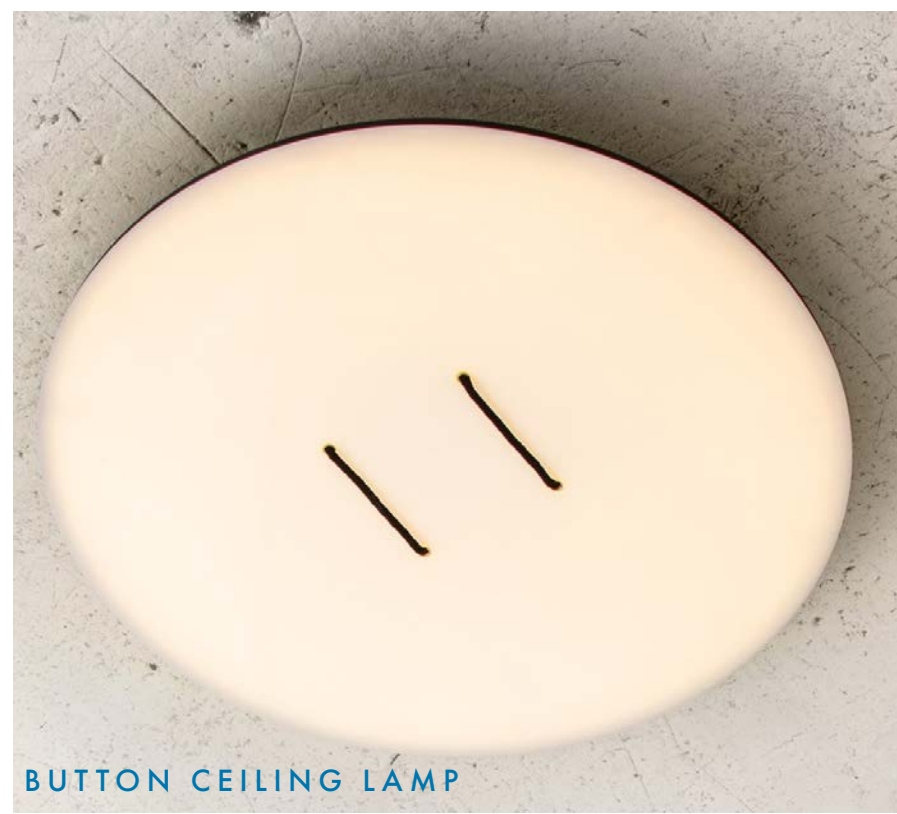
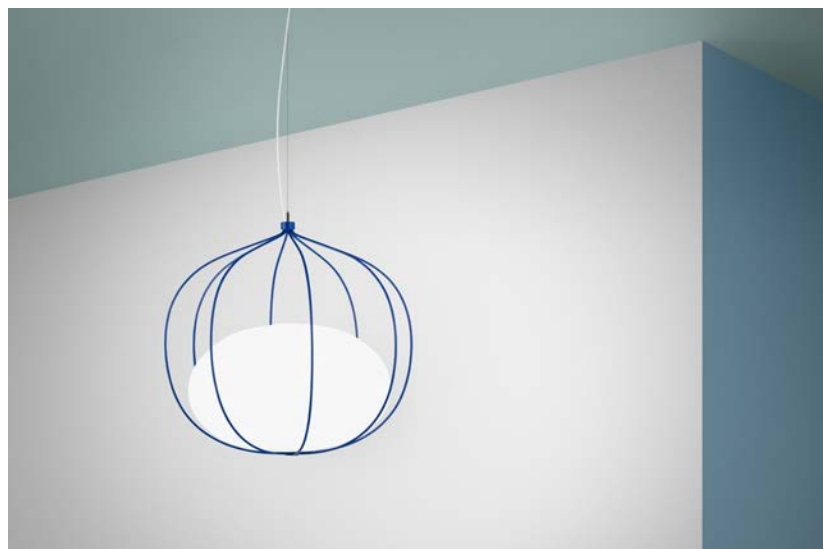
GRID WALL LIGHT



UMBRELLA CEILING LAMP



HOOP PENDANT



BUTTON CEILING LAMP



THIMBLE SPOTLIGHT

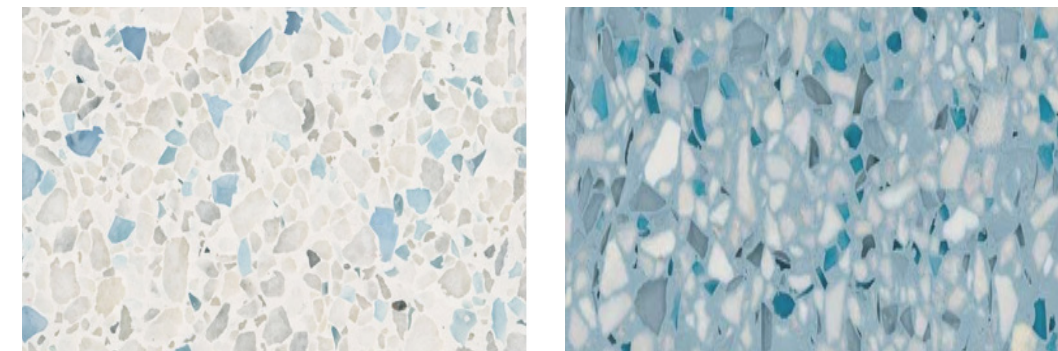


AJ TABLE MINI LAMP

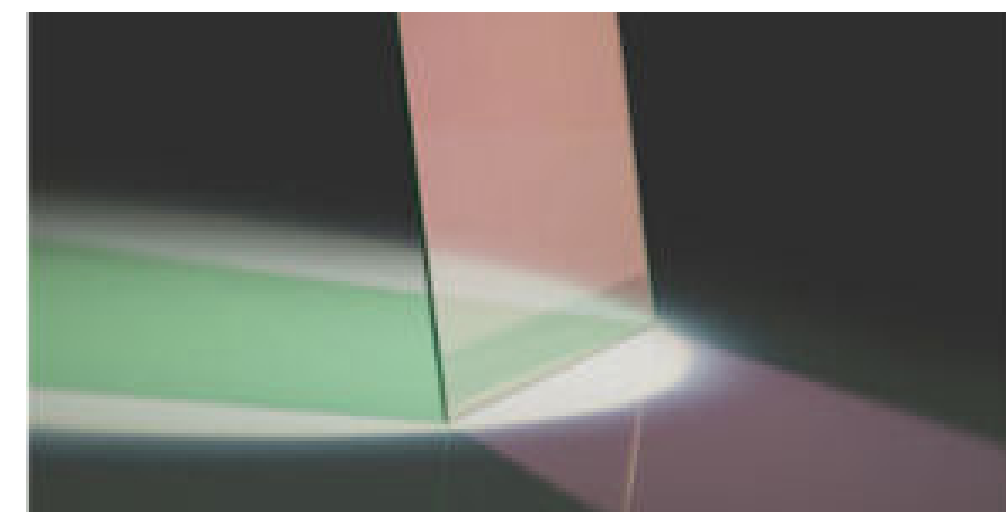
FOCUS AREAS FINISH SELECTIONS



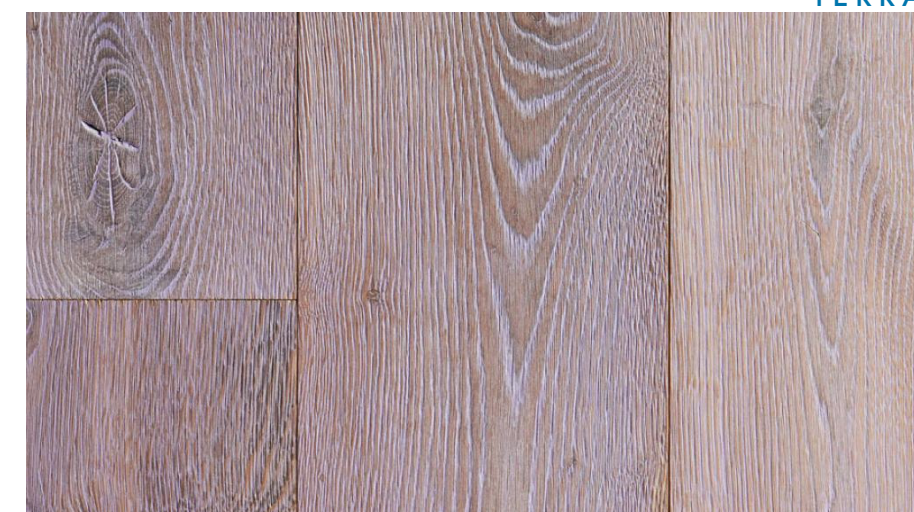
VOC FREE GLOSSY PAINTS



TERRAZZO



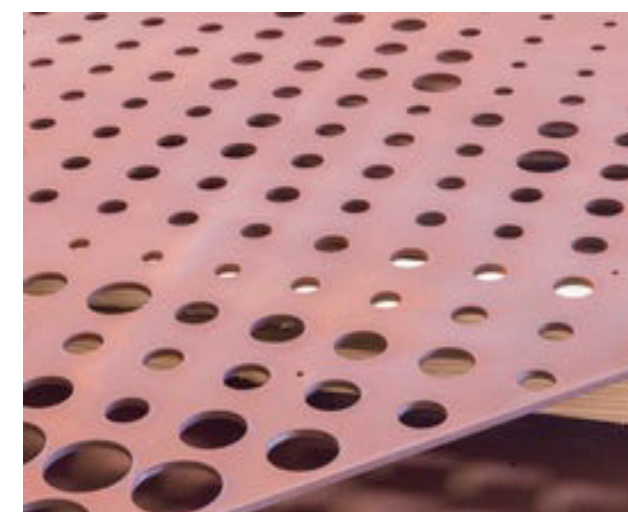
COLOR EFFECT GLASS



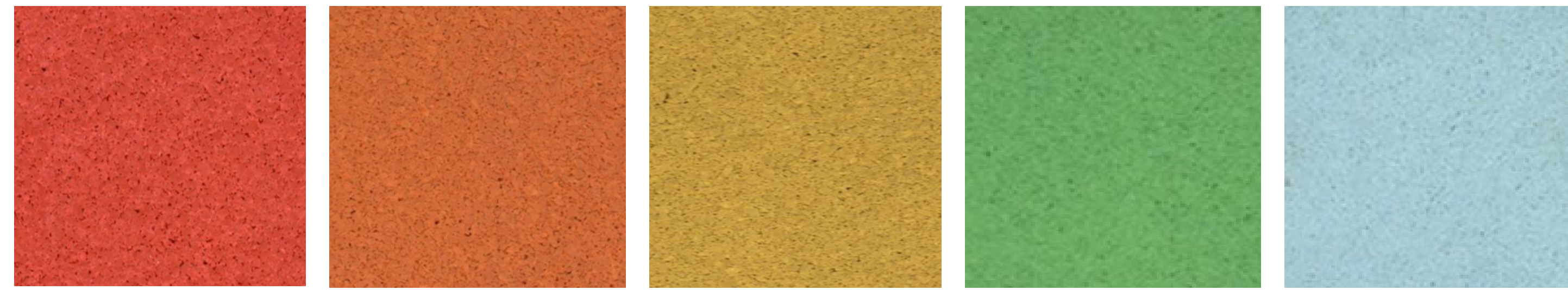
RECLAIMED WHITE OAK



RECLAIMED PINE



PERFORATED METAL PANELS




RECYCLED RUBBER FLOORING

PHASE VIII




PART 1 | FINAL PLANS
PART 2 | FINAL RENDERINGS



DESIGN DRIVERS

-  SENSE OF INDIVIDUALITY
-  SPACE WITHIN SPACE
-  ORGANIC CIRCULATION

DESIGN THEORIES

- COMFORT THEORY 
- THIRD PLACE THEORY 
- COLOR THEORY 

FINAL
FURNITURE PLAN



1 ENTRY EXPERIENCE

- INTERACTIVE CAMERAS & SCREENS SPARK INSPIRATION IN CHILDREN & PROVIDE A GLIMPSE OF WHAT THEIR FUTURE COULD HOLD
- SEPARATE ENTRYWAYS FOR CHILDREN & ADULTS GIVES THE USER A SENSE OF INDIVIDUALITY



2 MUSEUM LOBBY

- THE DIRECTIONAL BUBBLE FLOOR PATTERN LEADS VISITORS THROUGHOUT THE SPACE
- CHILDREN ARE MET WITH THREE CHOICES OF WHICH ARCHED ENTRY PORTAL TO CHOOSE FROM, LEADING THEM TO DIFFERENT EXHIBITION PODS

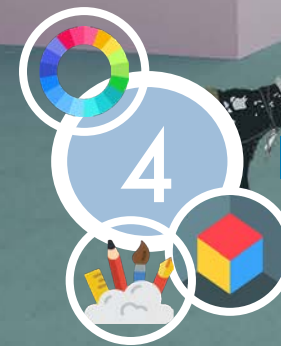


3 COLLABORATION POD



o FOSTERS SOCIALIZATION BETWEEN CHILDREN & ENCOURAGES GROUP BASED CREATIONS

o INTERACTIVE EXHIBITION WALLS OFFER A WAY FOR USERS TO BUILD ONTO & CHANGE THE SPACE AROUND THEM



4 INDEPENDENT POD

- PROMOTES INDIVIDUAL WORK TIME & PROVIDES PLACES OF SOLITUDE & REFLECTION
- READING NOOK PODS BASED OFF THE PATTERNS OF BUBBLES, GIVES THE USER A SEMI-PRIVATE SPACE THAT THEY CAN MAKE THEIR OWN



5 PLAY POD

- A WARMER COLOR PALETTE IS USED TO CREATE A HEIGHTENED SENSE OF ENERGY AND FOCUS THAT ENCOURAGES PLAY LEARNING, PHYSICAL ACTIVITY & SOCIAL ENGAGEMENT



6 FORMAL GALLERIES

- PUBLIC ENGAGEMENT
- FEATURE LOCAL ARTISTS WORKS
- CONNECT USERS WITH ARTISTS IN THE COMMUNITY
- COMMISSIONED MURALS LINE THE GALLERY HALLS

THE S.P.A.C.E.

| ST. PETERSBURG ARTS CENTRIC EXPERIENCE |