Site Analysis
what is it?
why do it?
why do it?

Understand the site
why do it?

Understand the site
Inform planning and design
tools
tools

Software
tools
Software
Literature review
tools

Software
Literature review
Recording devices
what to look for

Context
Site Inventory
Access/Circulation
Experiential
context
context

History
context

History

Cultural
context

History
Cultural
Demographic
context

History
Cultural
Demographic
Planning/Zoning
site inventory
site inventory

What’s there?
site inventory

What’s there?

• buildings
site inventory

What’s there?

- buildings
- program
site inventory

What’s there?

- buildings
- program
- vegetation
site inventory

What’s there?

- buildings
- program
- vegetation
- materials
site inventory

What’s there?

- buildings
- program
- vegetation
- materials
- utilities
site inventory

What’s there?

• buildings
• program
• vegetation
• materials
• utilities
• seating
access/circulation
access/circulation

Path hierarchies
access/circulation

Path hierarchies

Entrances/exits/thresholds
access/circulation

Path hierarchies
Entrances/exits/thresholds
Building access points
experiential
experiential

Users
experiential

Users

Sounds
experiential

Users
Sounds
Sun/shade
experiential

Users
Sounds
Sun/shade
Microclimates
experiential

Users
Sounds
Sun/shade
Microclimates
Safety
experiential

Users
Sounds
Sun/shade
Microclimates
Safety
Views
example: VAG north plaza by Hapa
SITE ANALYSIS - INVENTORY OF SURROUNDINGS
VANCOUVER ART GALLERY NORTH PLAZA REDEVELOPMENT

**SITE**

Block 51, 61, 71

**Public Open Space**

Green Space

**Temporary Street Closures**

**Major Pedestrian Corridor**

**Major Vehicular Corridor**

**Traffic**

**Trees**

**Vegetated Oasis**

- Removed from street level
- Quiet and serene
- Falling water
- Faces quieter streets

**Quiet and serene**

**Varied seating areas**

**Faces busy “front street”**

**John Gruskin**

**Sarah Cotsen**

**Richard Evans**

**LIVING ROOM**

**NORTH PLAZA**

- Host to ceremonial and festive events
- Visitors stop, dwell, and converse
- Varied seating areas

**Host to ceremonial and festive events**

**ballroom**

**SUNKEN PLAZA + SKATING RINK**

- Bustling with performances
- Dancing and skating
- Stepped auditorium like seating

**Bustling with performances**

**kitchen**

**ROBSON STREET - 800 BLOCK**

- Visitors continually pass through
- Food trucks and hot dog stands
- Busy with stop and go traffic

**Visitors continually pass through**

**Garden**

**Lawn Courts + South Robson Square**

- Vegetated Oasis
- Removed from street level
- Quiet and serene
- Falling water
- Faces quieter streets

**Vegetated Oasis**

**Kitchen**

**Robson Street - 800 Block**

- Visitors continually pass through
- Food trucks and hot dog stands
- Busy with stop and go traffic

**Visitors continually pass through**
SITE ANALYSIS - EXISTING SITE INVENTORY

VANCOUVER ART GALLERY NORTH PLAZA REDEVELOPMENT

PAVING AND GROUND COVER
- Concrete Sidewalks
- Concrete Paving
- Brick Pavers
- Gravel
- Mulch
- Grass
- Planting Bed
- Shrubs

EXISTING TREES
- Cherry or Plum
- Good Condition
- Fair Condition
- Poor or Declining Condition

ACCESS
- Fire Truck Lane
- Dedicated Bike Lane
- Sidewalks
SITE ANALYSIS - THE EVERYDAY
VANCOUVER ART GALLERY NORTH PLAZA REDEVELOPMENT

EVERYDAY USE - ACTIVITIES

EVERYDAY USE - SEATING

SOLAR/SHADOW STUDY

MAIN PEDESTRIAN ROUTES

SEATING HOTSPOTS
our assignment

ASSIGNMENT 1 Site Analysis (Context, Inventory, Everyday Uses, Potential Program, Adjacent Uses)

Some questions to consider in preparing daily summary journal entries:

Photosalbum:

1. What do you name your photo album? What type of people are using the site? (What age, interests, etc?) Is there a part of the site used the most or least? What time of day is the site used most or least? What time of year is the site used most or least?

2. How do people experience the site? How does an individual versus a group of people experience the site?

3. What other elements of the larger context influence this site, and how so?

4. How does it relate to other spaces and public hubs in the area? Looking at the characteristic (physical + functional) of the site, how does it work with other sites around it? What natural site conditions work together to affect the site?

5. How does this site relate to the wider Campus context?

6. Support of the programs in the adjacent buildings. Each group will be responsible for exploring a topic from the list below.

    • Human Engagement (Group 2)
    • Natural Site Conditions (Group 3)
    • Access / Circulation
    • People + plants
    • People + movement
    • Edge Condition
    • Design Charrette for “Lasserre Plaza” – (Part 3, after completion of the assignment)
    • Greater Context (Group 1)

Working in groups of 3-4, the students will analyze the site in the form of a graphic, digital PDF slideshow. Each group will have 10 minutes to present, followed up a 2-minute group discussion.

In addition to the journal, students are also expected to keep photographic observations on the various forms and uses of the public realm encountered in the course. Each daily students are expected to upload a photo into a shared Google Photos album, “VSP 2017 – ‘Lasserre Plaza’”. The students may use up to 5 photos per person per analysis. The photos should portray the same site, in the same lighting, at the same time, and be of the same scale. The photos should show as much of the site name and the context as possible. Note: no photos of ruins or rough sites. The students should use the photo album to create an essay, with a focus on the following themes:

- People + city
- People + movement
- People + plants
- People + seating

ASSIGNMENT 2 Site Analysis (E-Notes, Inventory, Adjacent Uses,市场份额, Potential Program, Adjacent Uses)

Part 1: Inventory and Analysis (on site and in class)

- Photos in groups of 3.4.5.7.8. A student will take their findings and present their conclusions to the class in the form of a graphic, digital PDF slideshow. Each group will have 10 minutes to present, followed up a 2-minute group discussion.

- Greater Context (Group 1)
  - How does the context of the area’s context compare to the site?
  - What do you name your photo album? Where is the site most or least used?

- Human Engagement (Group 2)
  - How do people move through the site? How many people move through the site? Is it a short cut for some routes?
  - How do people move through the site? How do people experience the site? How do these changing views affect the quality of the space? How do these changing edges affect the use of the site? How does the adjacent building and their uses affect on the site?

- Natural Site Conditions (Group 3)
  - How do you arrive here from further away using bus & car? What happens at the edge of the site? What is the importance of views on the site? How do the various edges of the site differ? How do these changing views affect the quality of the space? How do these changing edges affect the use of the site? What is the importance of views on the site?

- Access / Circulation
  - How do you move from here to the other areas?

- Greater Context (Group 1)
  - How do these changing views affect the quality of the space? What are the various edges of the site?

- Human Engagement (Group 2)
  - How do people move through the site? How do they move through the site?

- Natural Site Conditions (Group 3)
  - How do you arrive here from further away using bus & car? What happens at the edge of the site? What is the importance of views on the site? How do the various edges of the site differ? How do these changing views affect the quality of the space? How do these changing edges affect the use of the site? What is the importance of views on the site?
our site: Lasserre