

Music Is ~~Therapy~~ Expression

How does a space sound?

Particularly, how does a space sound when those who are most sensitive to it are the target audience?

For some people with neurodiverse issues, loud noises can be harsh and unbearable to manage, causing hyper sensitivities and lack of focus. However, in terms of music, sound making can be quite beneficial.

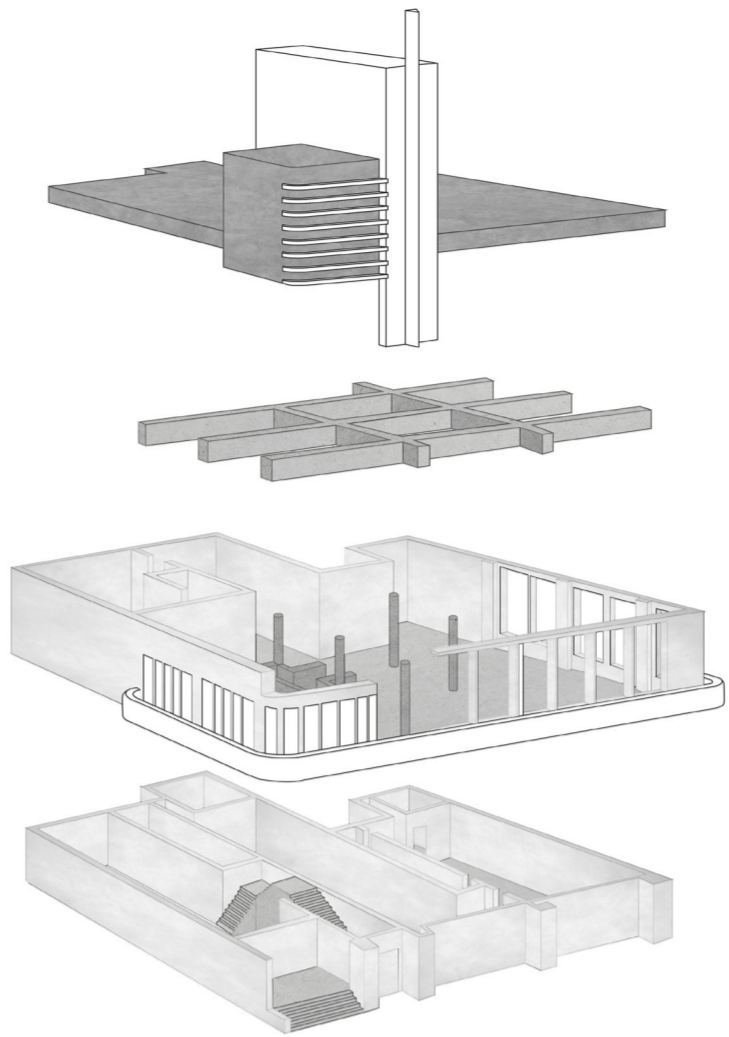
Designing for the neurodiverse has proven to be an intricate task with careful considerations in terms of design, but also shown to have lack of support and knowledge within this field.

This contrast between sound making vs sound proofing and having seen the lack of considerations myself, my project explores how neurodiverse people can learn about their own identity through means of music, as well as, offered support systems and major considerations for design. All of which can allow someone to build confidence within their own neurodiversity.



PATIENT COUNT	ADHD	AUTISM
Ashford	10.07	13.08
Canterbury	11.38	16.98
Dartford, Gravesham and Swanley	12.76	3.66
South Kent Coast	8.58	20.26
Swale	11.35	27.96
Thanet	4.16	46.19
West Kent	15.87	11.48

Diagnosis in Kent, per 10,000



SITE AXO

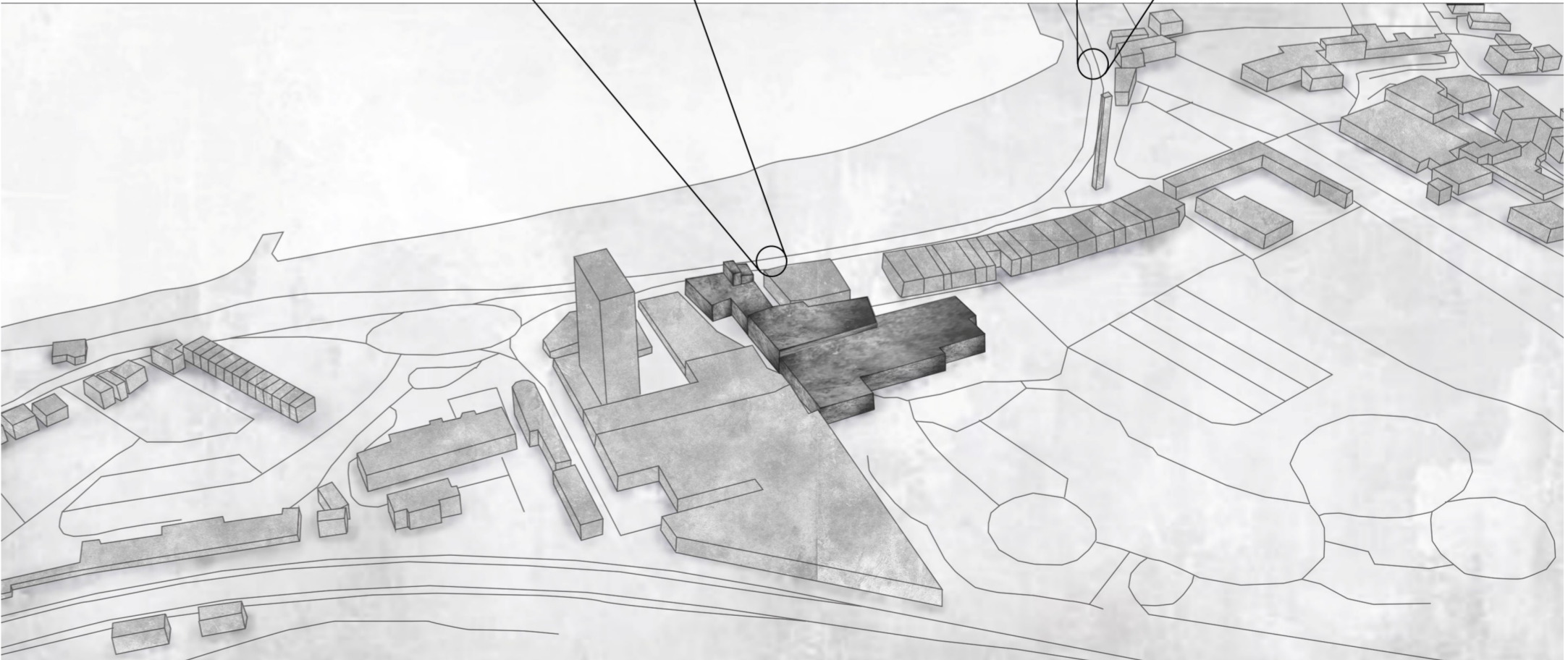


SOUNDS AROUND MARGATE

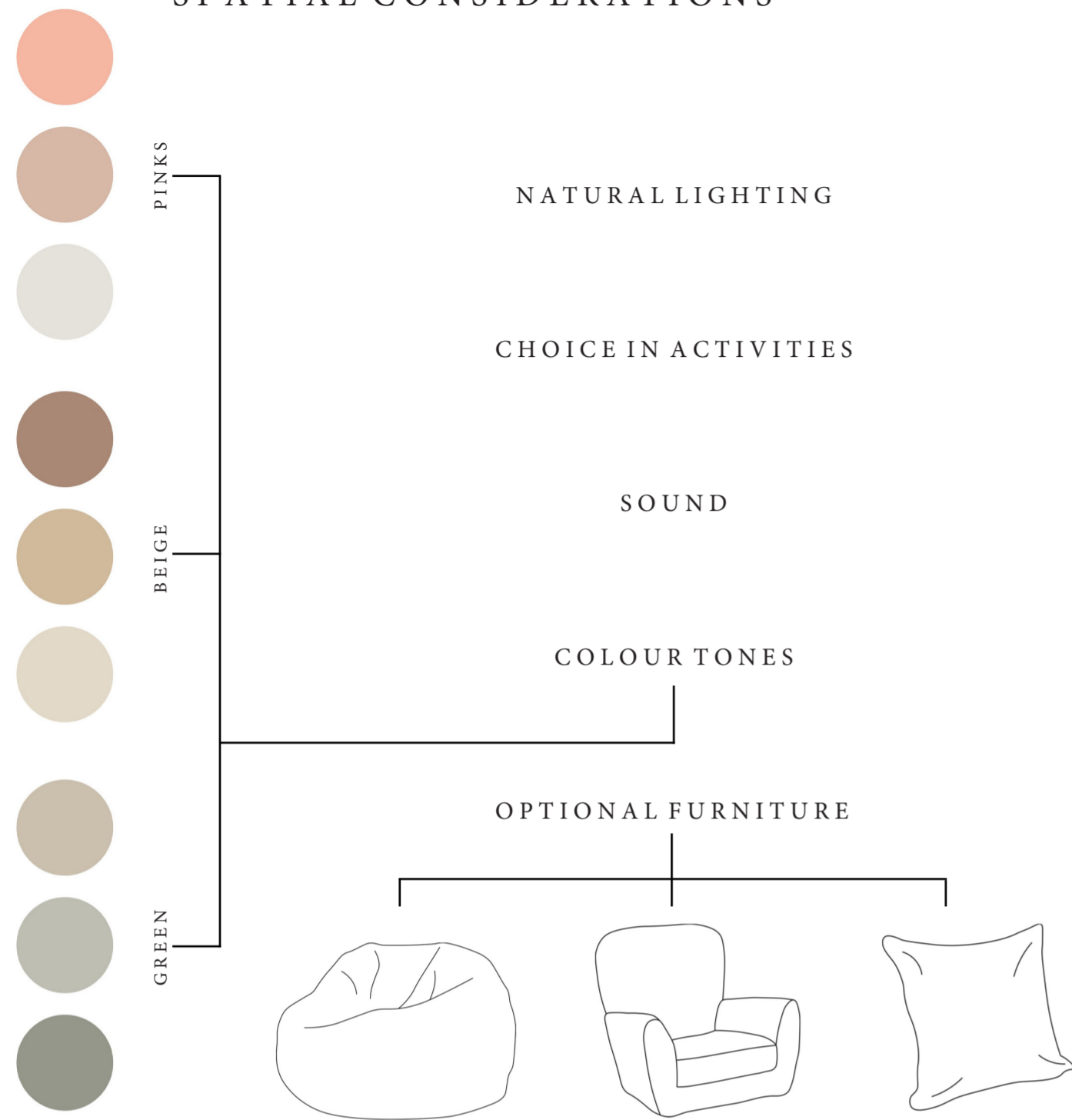
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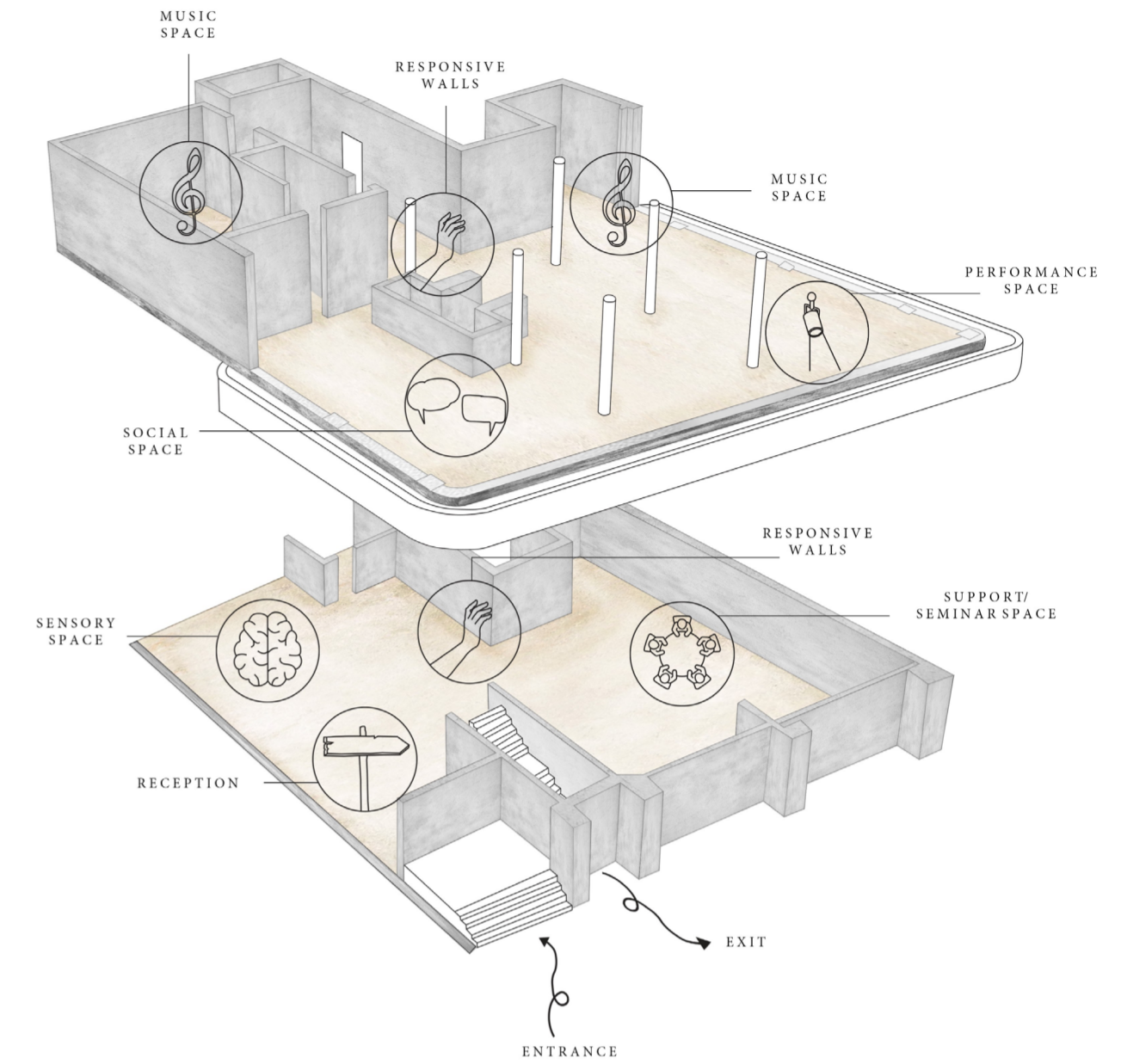
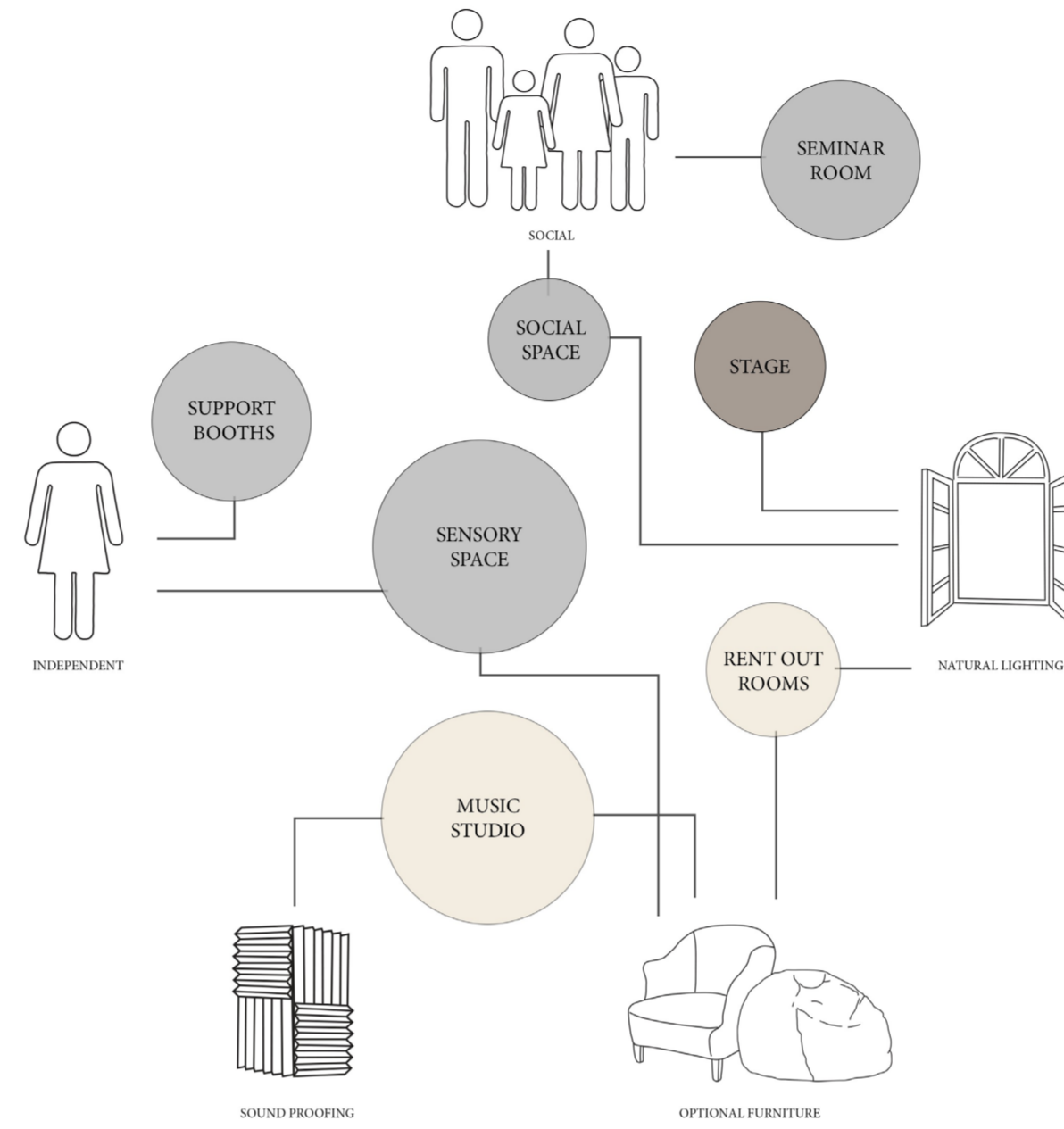


SPATIAL CONSIDERATIONS



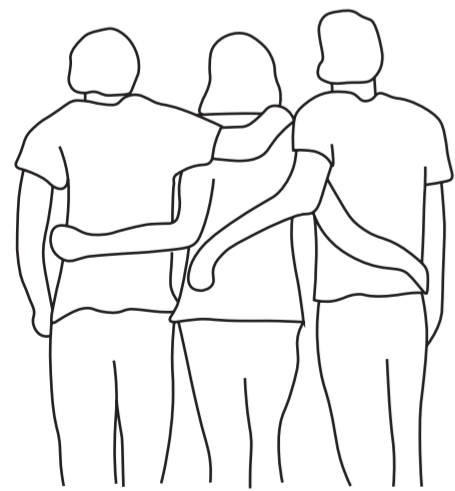
PROGRAMMING

My programming of space was influenced by my spatial consideration research. For example: the windows on the first floor of the site produce a lot of natural lighting and therefore would produce more of a social space. Therefore, the more public spaces would be formed in that space.



MANIFESTO

COMMUNITY



Bringing together those who experience special needs and neurodiverse issues to participate and perform in music to help them find a community of people who understands them.

COLLABORATION



An event space that collaborates with people from all backgrounds, inviting teachers who specialise in teaching the neurodiverse, to those who want to teach music. Collaborating with local partners for instruments to help bring the best outcome.

SAFETY



Making sure that all participants and environments are seen as judgement-free, in order to maintain a safe space for those who need it most.

CREATIVITY



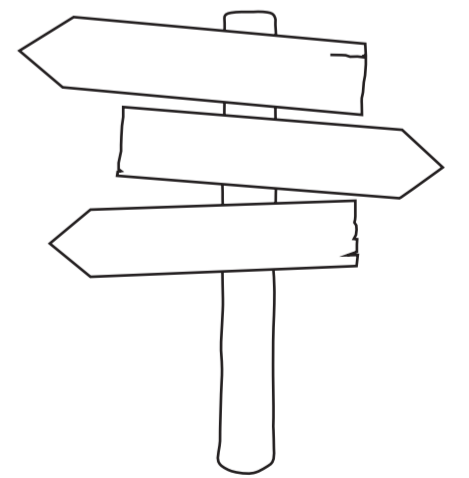
Expanding options of musical creativity by offering lessons for different instruments, musical production and songwriting. With opportunities to perform in front of others, to inspire potential interested people to join.

BELONGING



Creating a known environment that people can come back to, to gain confidence, independence and to understand their own issue or special needs.

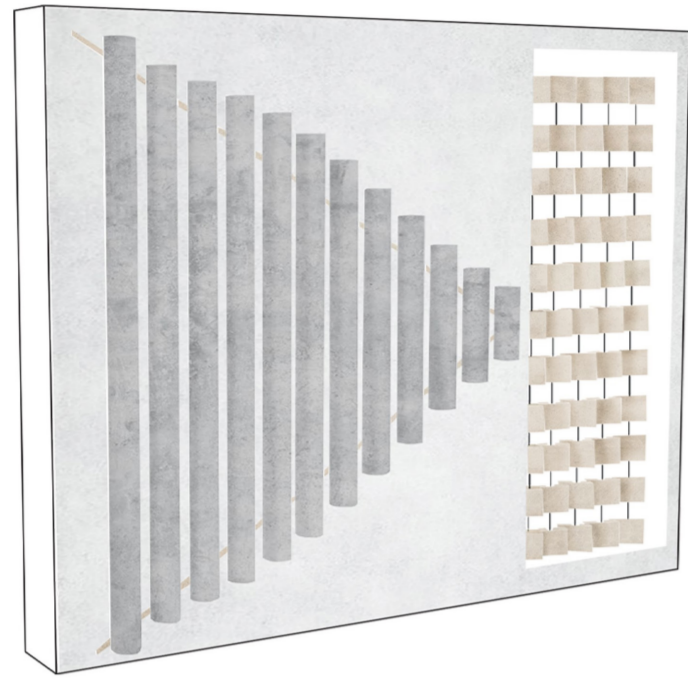
CHOICE



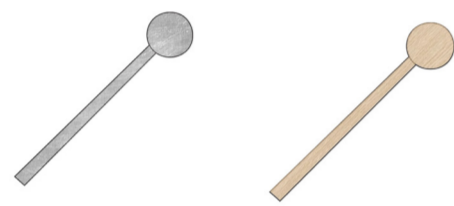
Offering multiple spaces to make sure everyone feels welcome. Options from just simply talking to someone, relaxing in a sensory space, or just playing music are all available and free for choice.

SOUND MAKING

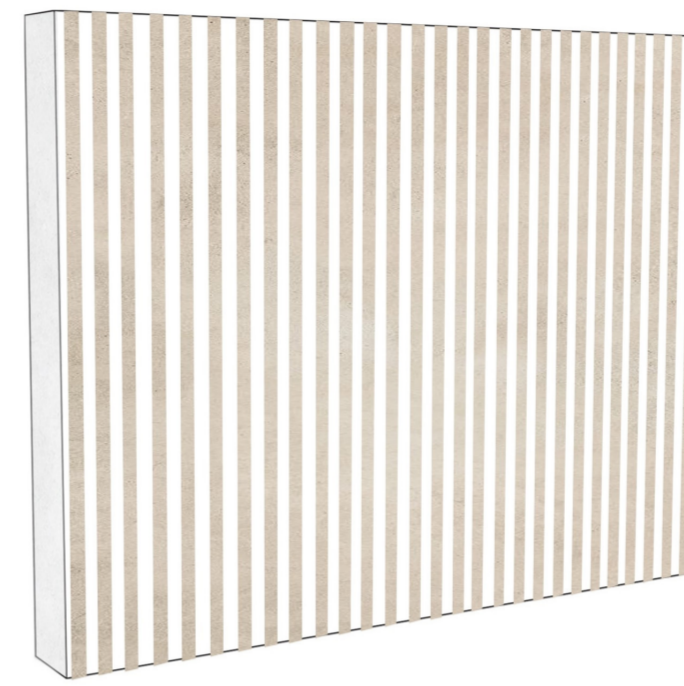
Using objects found in my home, I built and used certain shapes to record and experiment with different sounds. These experiments lead to to design some “responsive walls”, which people can use as a sensory object to touch and create sounds with.



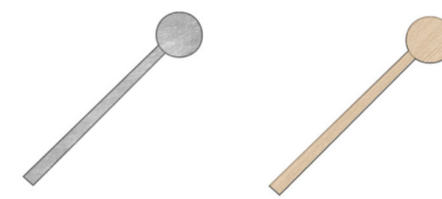
“INSTRUMENT WALL”



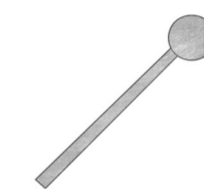
“METAL WALL”



“STRUCTURAL WALL”



“WAVES WALL”



<https://www.youtube.com/shorts/Ngc1b3Ycl5M>



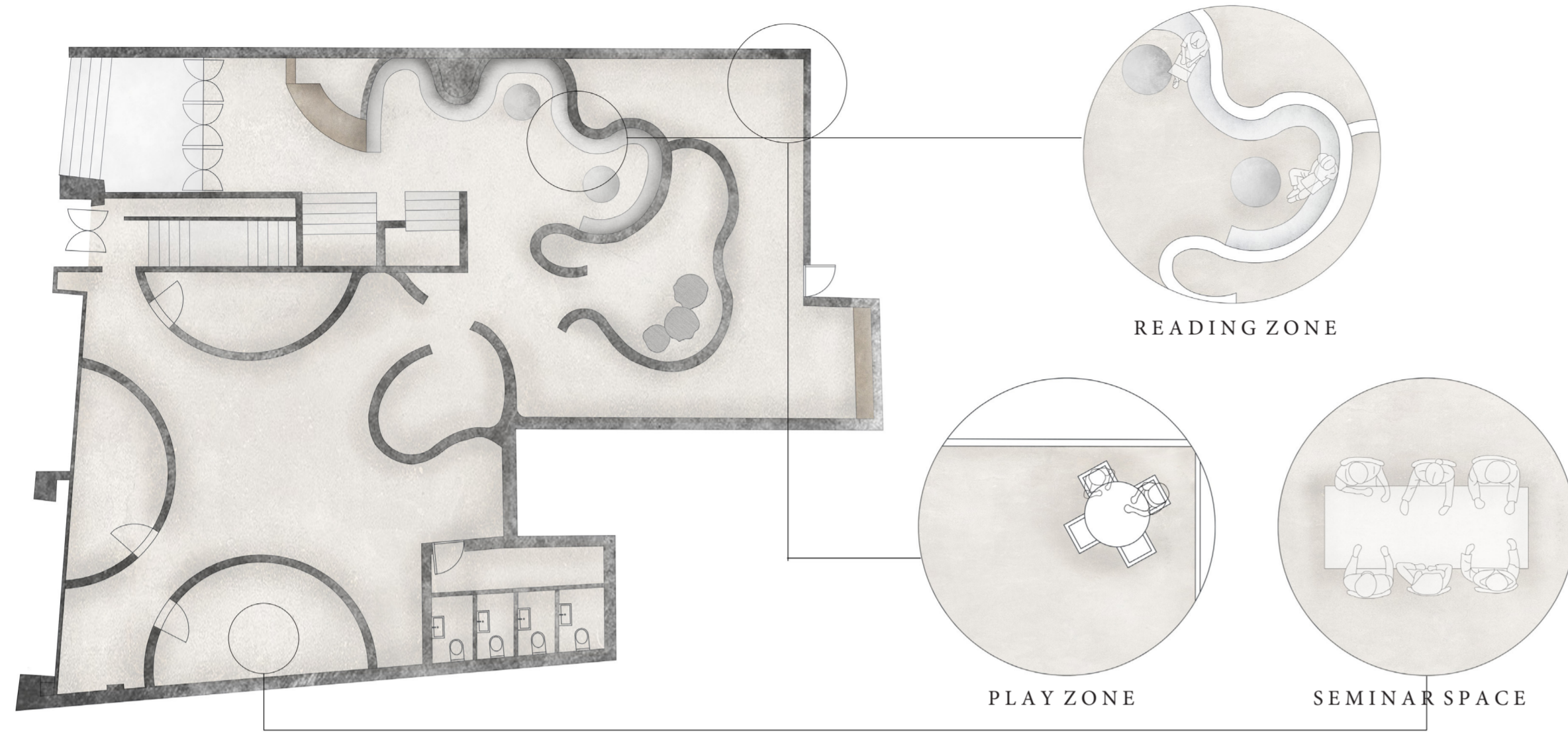
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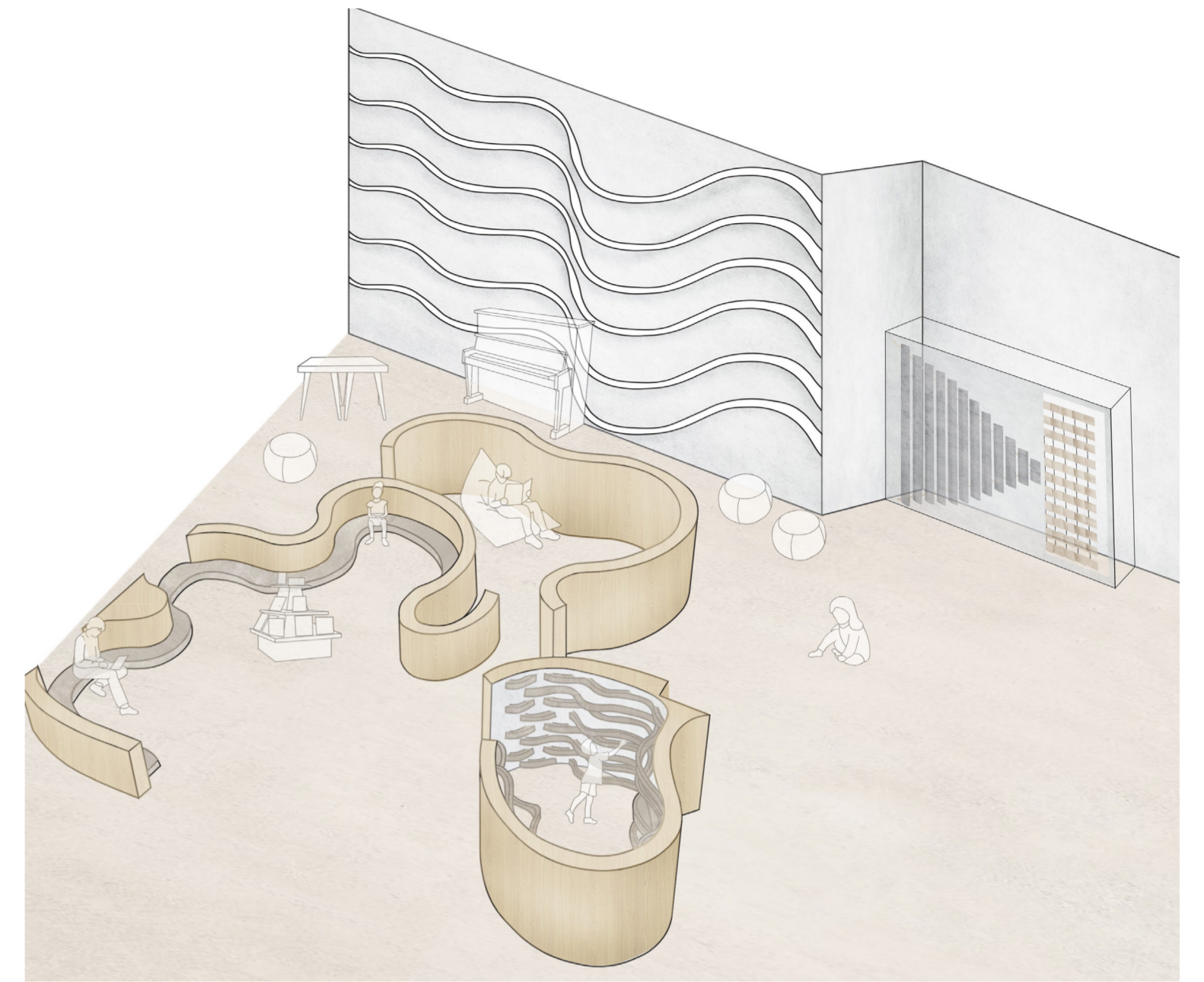
<https://www.youtube.com/shorts/yumFMJqGSeg>



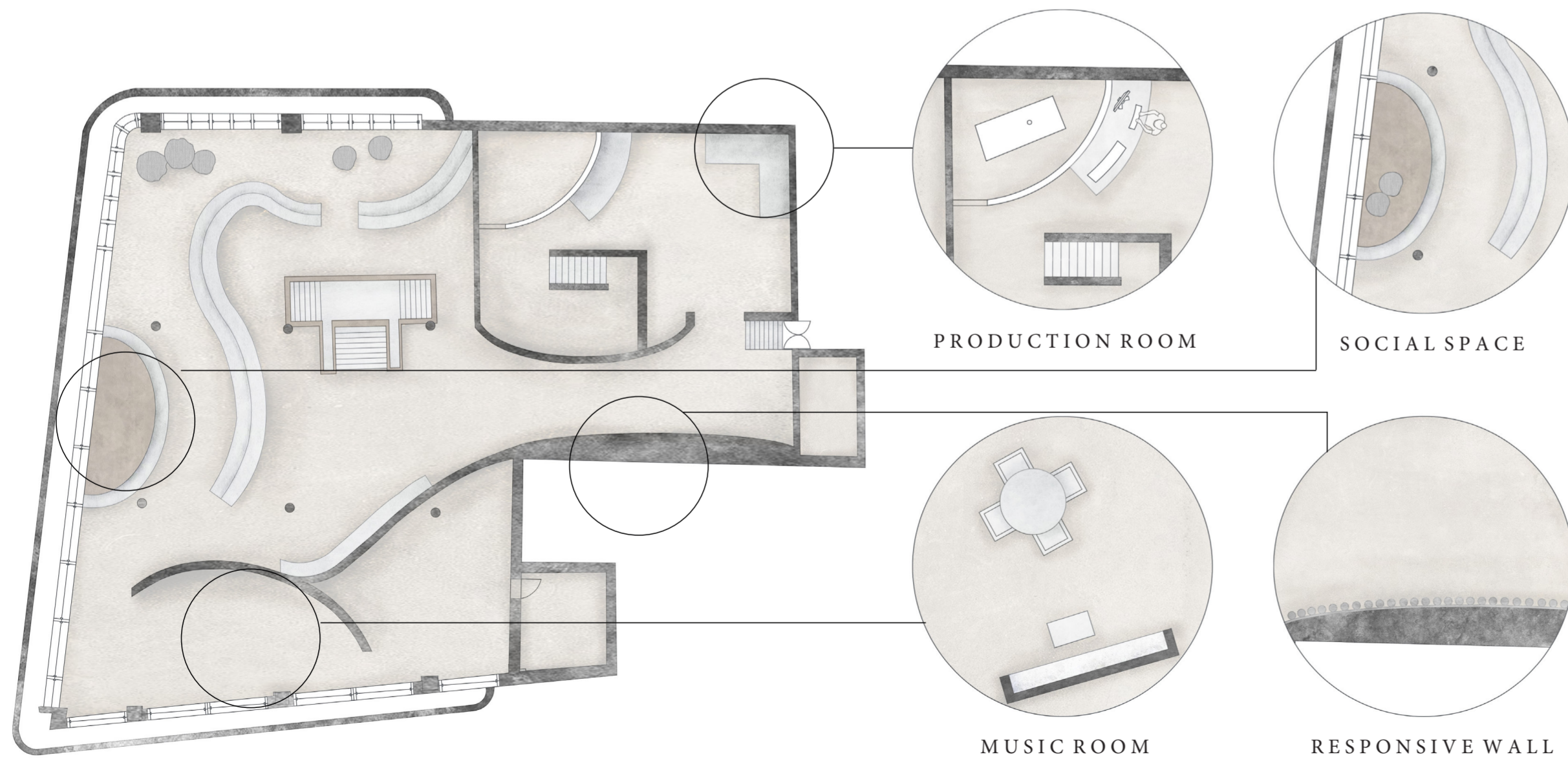
PROPOSAL



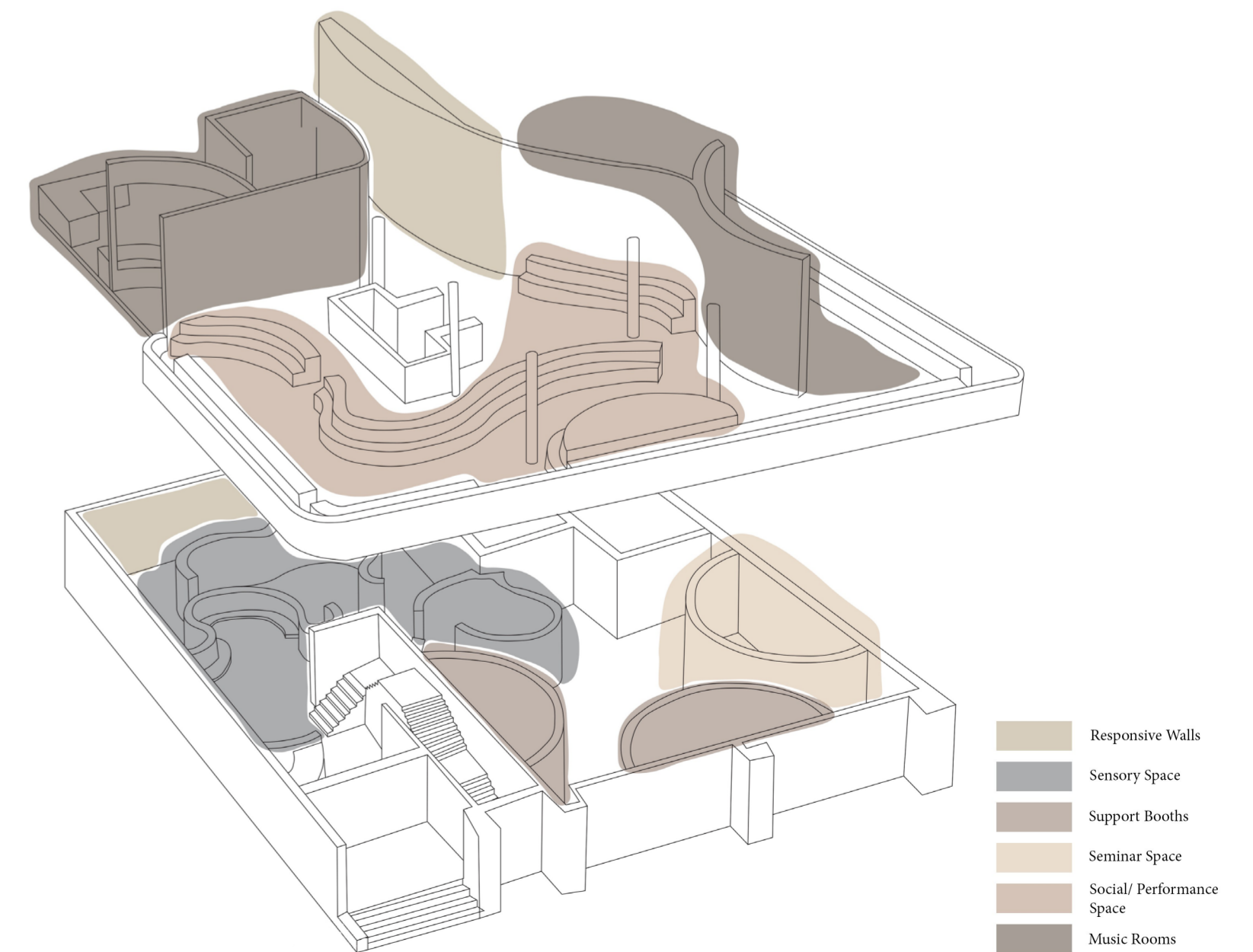
GROUND FLOOR PLAN



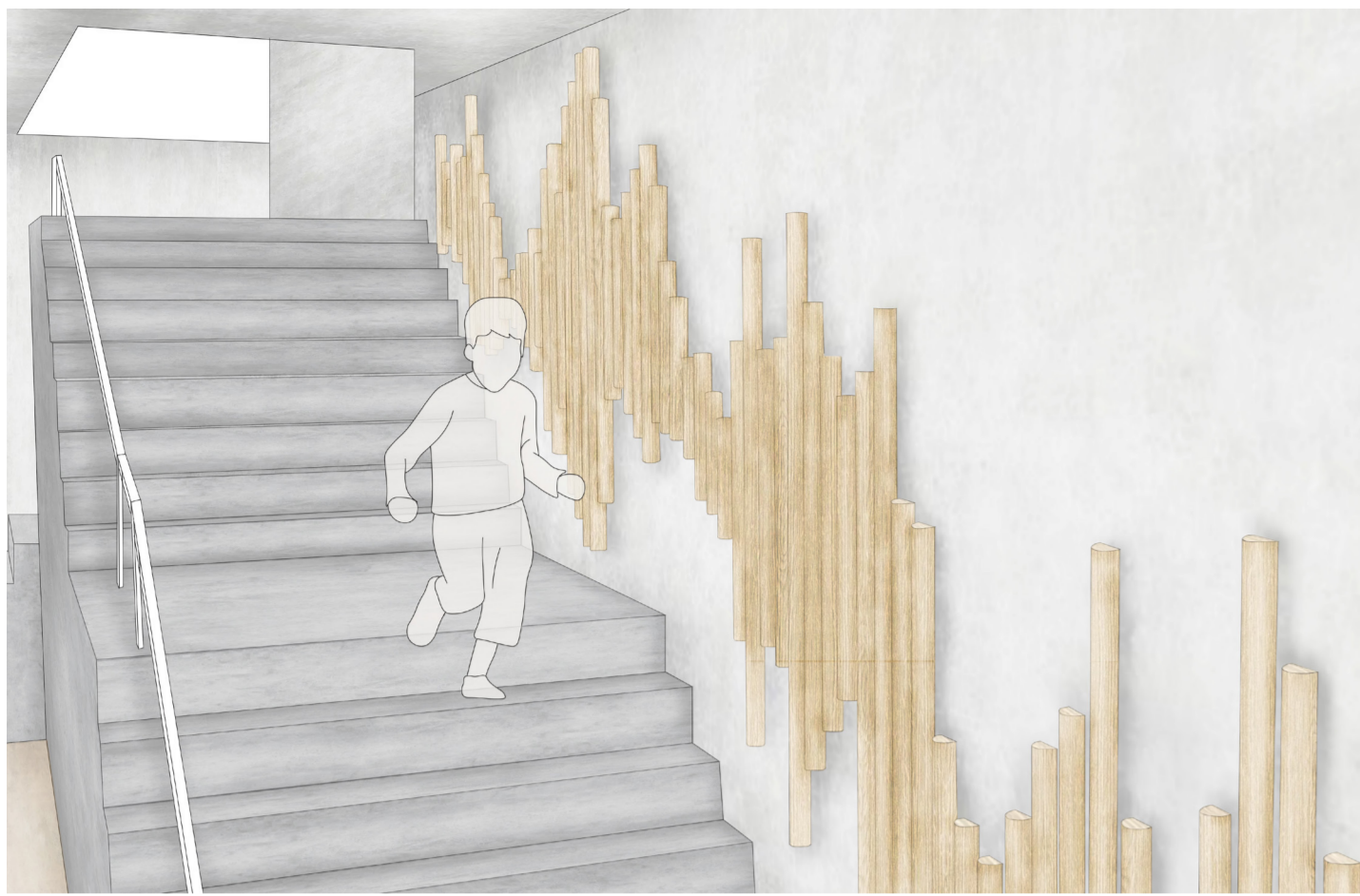
SENSORY AREA COLLAGE



FIRST FLOOR PLAN



PROGRAMMING OF PROPOSAL



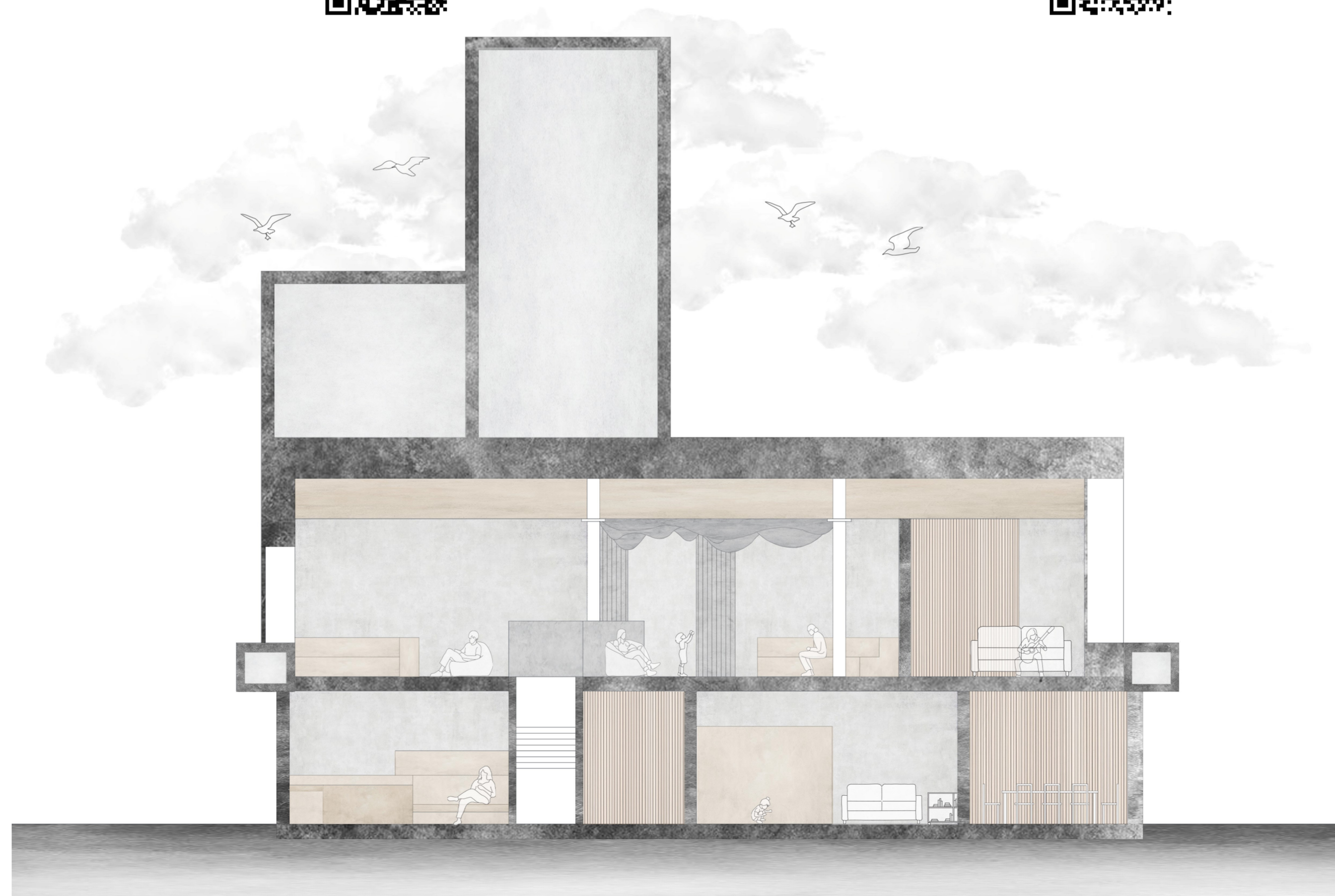
RESPONSIVE WALL <https://www.youtube.com/shorts/Um0ICsyT58s>



SUPPORT BOOTHS <https://www.youtube.com/shorts/hUAKX7hkVVk>



READING ZONE <https://www.youtube.com/shorts/ykjqZTF0gl0>



SECTION