

Part 2:Design Report

Garden of Memories



The School of music for the elderly

BA(Hons) Interior Architecture and Design
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04	04-00	BUILDING REGULATIONS Part B-Fire Safety Part K-Prevention of Falling Part M- Accessibility
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01 Introduction

Critical Reflection
Project brief
Design Statement
Site
User Journey



Critical Reflection

Next steps:

Develop the Concept and building strategies more, Find case studies. Work in Section and create Concept models to explore this further. Use case studies and to inspire the project development further. Create moodboards, research materials and explore the existing structure and develop building strategies.

Design Brief

Site: Letchworth Garden City SG6 3PA

Old use: Dance School

New use: Music school and center for the elderly

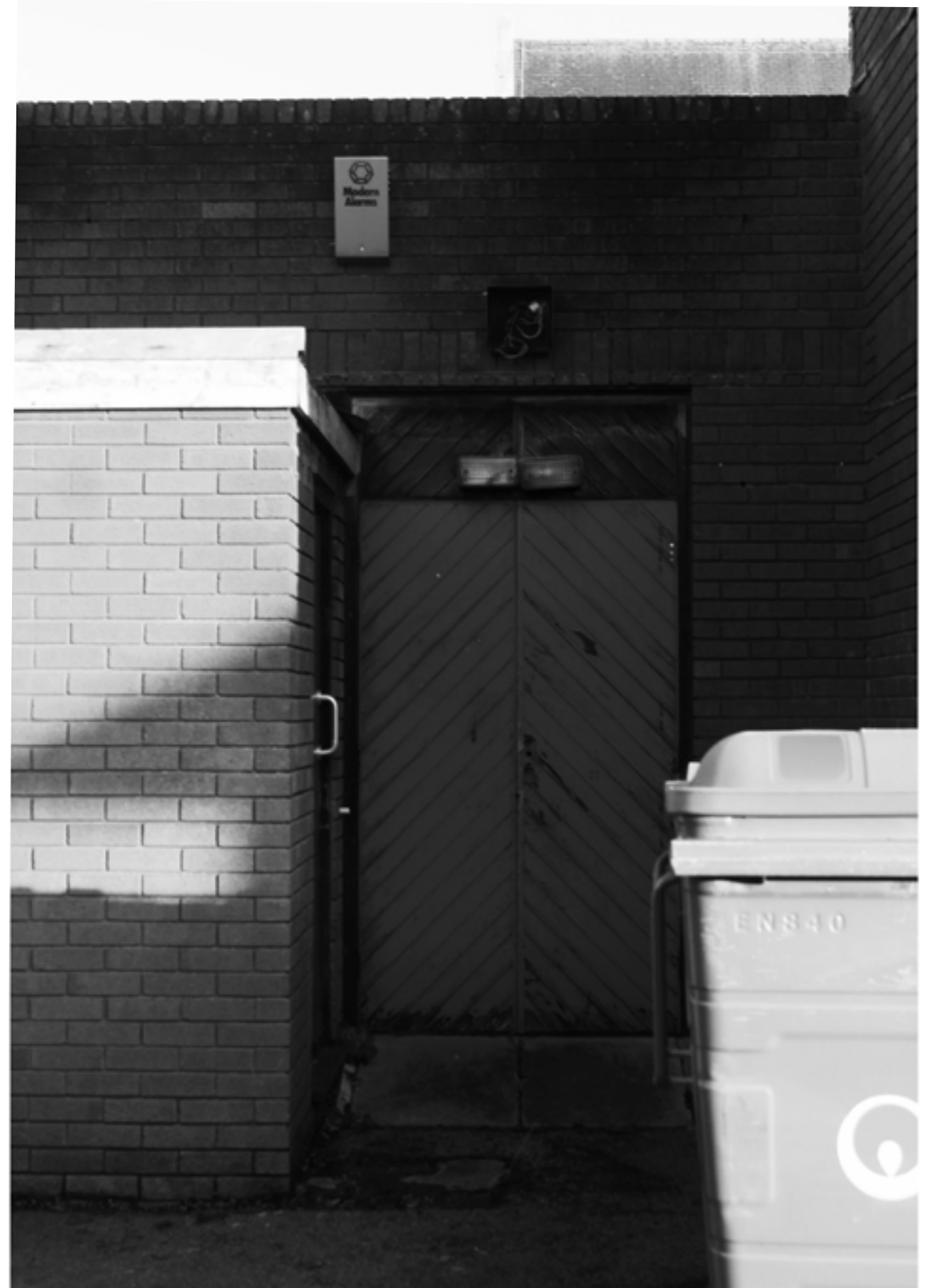
This project envisions a specialized music school designed for the elderly, providing **an inclusive space for lifelong learning**, creativity, and community engagement. The facility aims to cater to **retired individuals**, offering opportunities to explore music through lessons, practice, and performance, while addressing the unique needs of an aging population.

Requirements:

- . Welcoming Entrance and Environment
- . Accessible toilet, wide corridors, Lift and ramps.
- . Easy to navigate, clear signage, contrasting colours
- . Sound insulation
- . Well lit spaces for learning

Brief Outline:

- Parking and disabled parking
- administrative area
- Courtyard
- Storage for instruments
- Tea point
- auditorium/ multipurpose hall and backstage
- Lounge
- Flexible furniture and design
- group Classrooms and Practice rooms
- Individual/ 1-1 Classrooms and Practice rooms
- Computers and printer
- Music library



Project Justification

The UK's aging population is growing rapidly, with significant interest in accessible cultural programs tailored to older adults. Studies highlight the cognitive, emotional, and social benefits of engaging in music for elderly individuals, making this project not just desirable but essential.

Life-long Learning:

Learning doesn't end with retirement, this space creates an opportunity for lifelong learning

Age Inclusivity:

An issue faced by the elderly is Isolation. Anyone at any level can learn and collaborate together. The programme gives people the opportunity to interact with the local community and bridge age barriers

Quality of life:

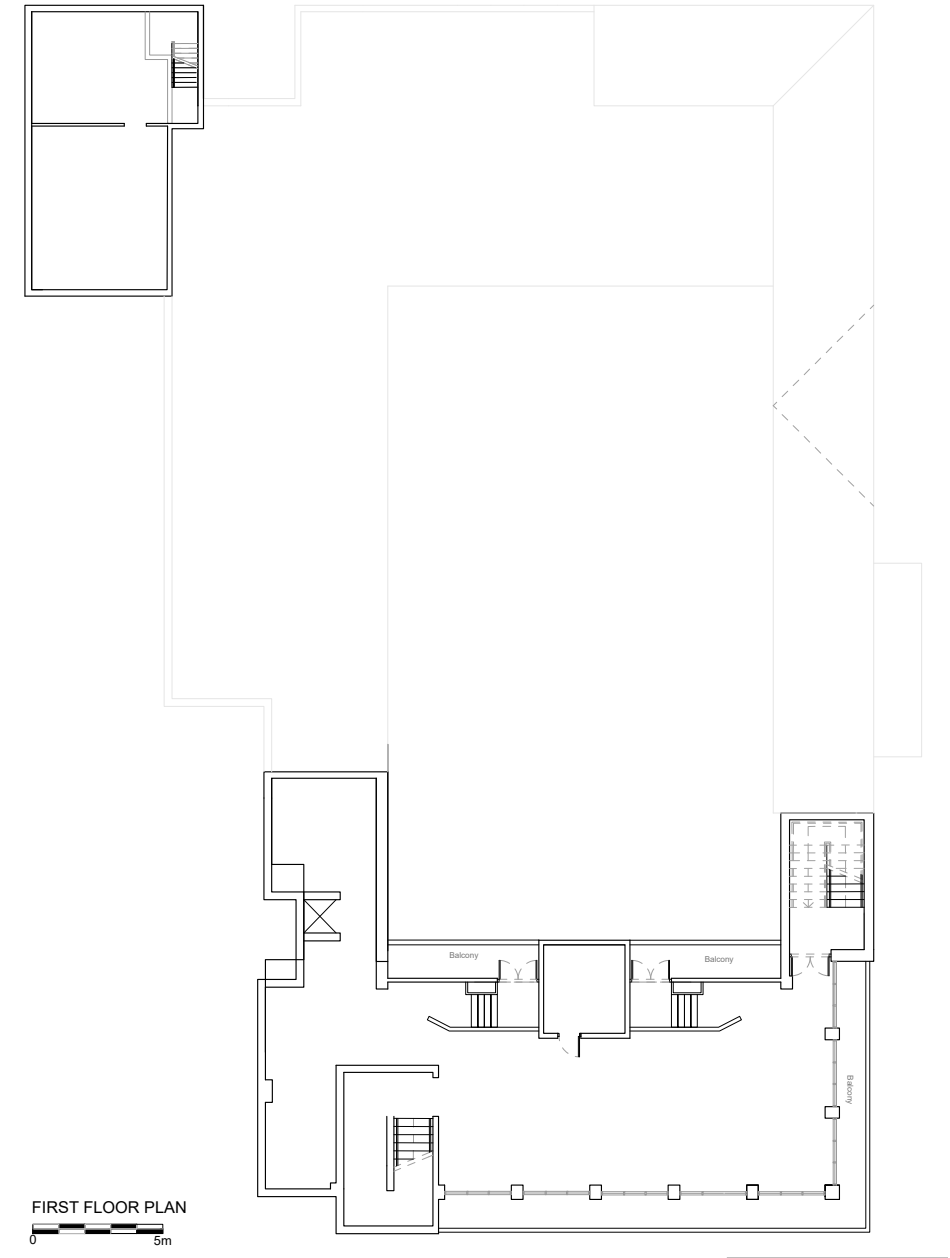
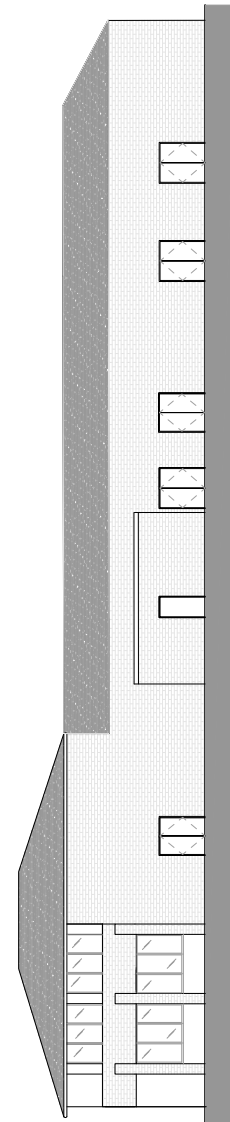
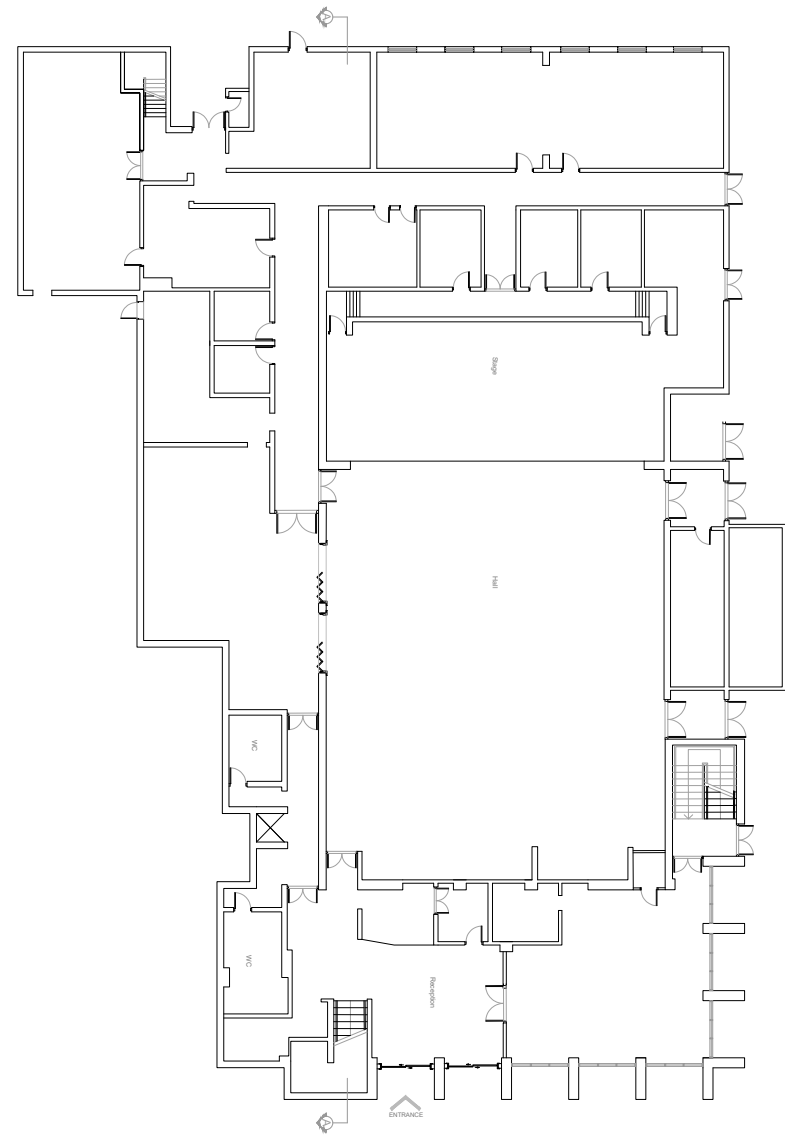
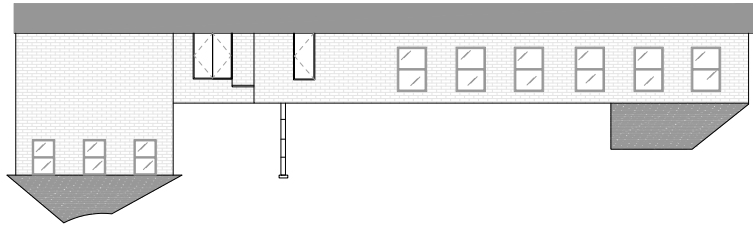
Improved quality of life for elderly participants through active learning, music and social interaction.



The project targets UN Sustainable goals 3 and 4, and aims to create a space that improves wellbeing. it creates a space for the local community to collaborate, and flourish.

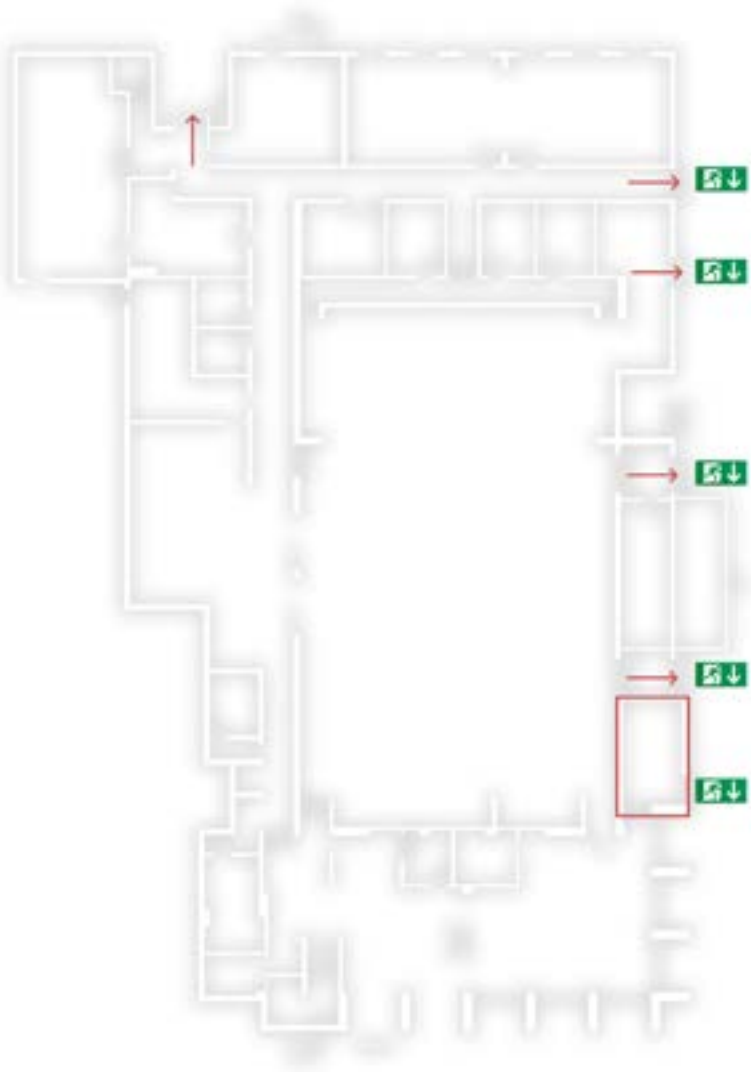




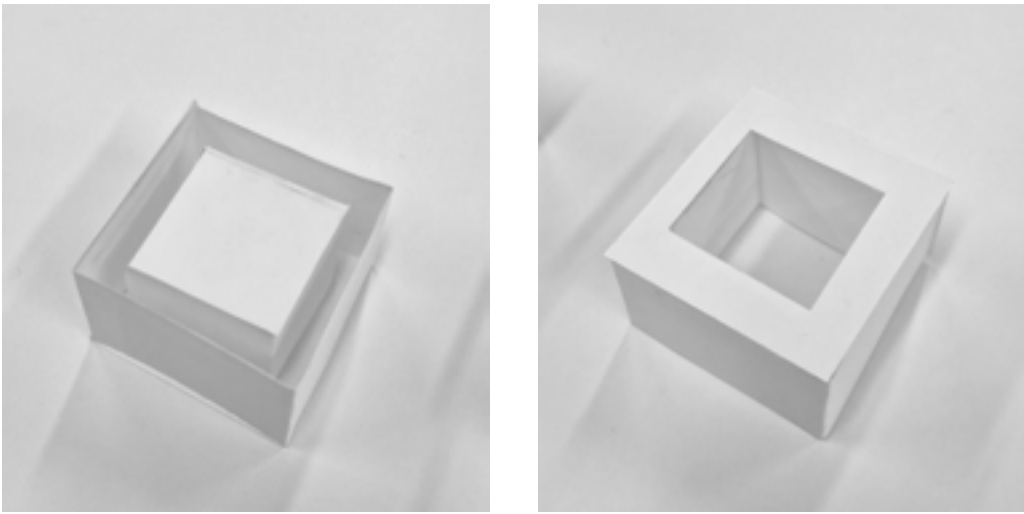


The existing building consists of 1.g levels, a brick masonry load bearing structure with a timber roof. The building is attached to the neighbouring school with 10 dedicated parking spaces at ground level.

Existing Building Use



The existing building has 6 main ground floor exits, and 2 from the existing auditorium. there is one fire exit staircase from the first floor.



02 Design Development

- Precedent studies
- Design Concept
- Sketches & Models
- Accommodations
- Zoning
- Floorplans

Mathew is newly retired and seeks a new opportunity to pick up a new skill



1.a warm welcome

Matthew enters the reception and is greeted with a warm welcome. He signs up for piano lessons. He feels nervous because he has never played an instrument before.



2.Discover

A staff member shows him around the facilities, which piques his interest in the people and sounds and movement that surround him.



3.Connect

His first class is a group lesson where students excitedly meet each other.



4.Immerse

With the help of a supportive teacher, Matthew starts to practise playing the piano.



5.Reflect

Before the day is over, he reflects on what he has learned,



6.Preform

Mathew performs to his peers, and feels a new found confidence and happiness seeing his friends smile



7.Remember

His daughter and grandson come to pick him up and he is left with a memorable experience

Stakeholders



Letchworth Arts and Leisure Group

Letchworth garden city is full of arts and culture. The existing organisations can collaborate with the music centre.



Together Group - Letchworth

"Chat to people with dementia at their dementia café. ask questions, share your experiences and get advice a in an informal and sociable setting"



Live later life well

dementia nursing home nearby which could collaborate with the music centre. The area has a few nursing homes for the elderly, however they tend to be further away from the city centre. the music centre would attract more people to the city centre.

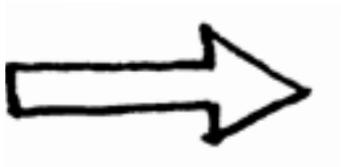
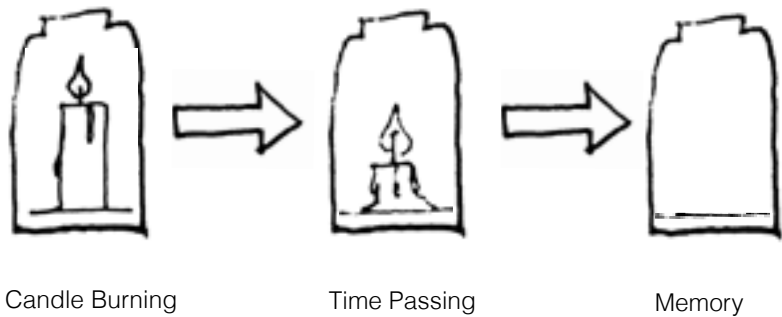


Inspiration



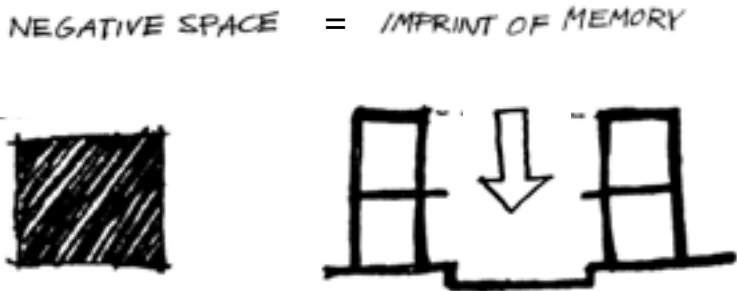
Candle

The candle burns, whilst leaving behind the Indent where the candle was.



Peter Zumthor- Bruder Klaus Field Chapel

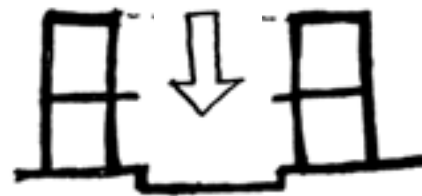
Wooden frame was burnt, which left behind the concrete walls and an empty void



NEGATIVE SPACE = IMPRINT OF MEMORY



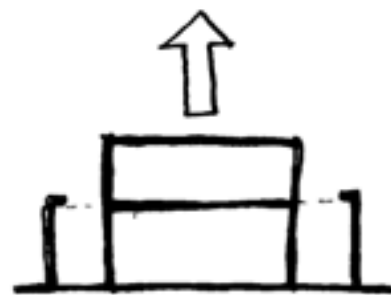
OLD MEMORY



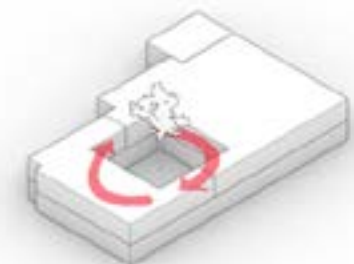
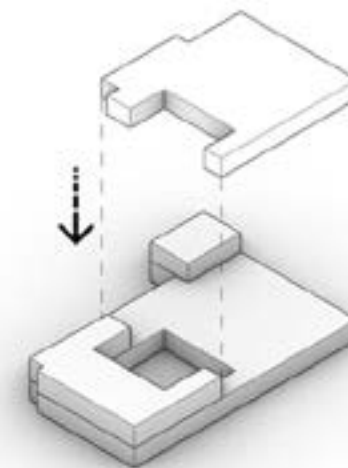
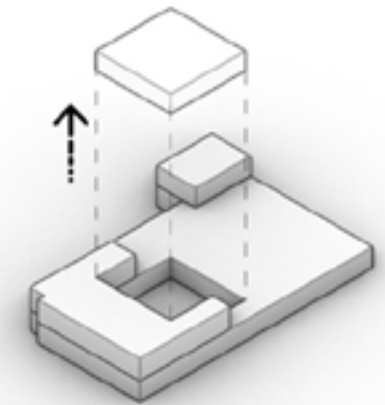
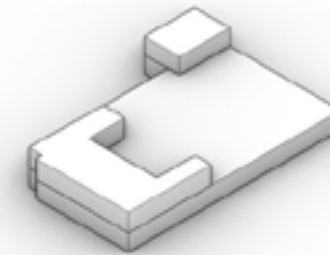
VOID



NEW MEMORY



FILL THE VOID



School for the visually impaired

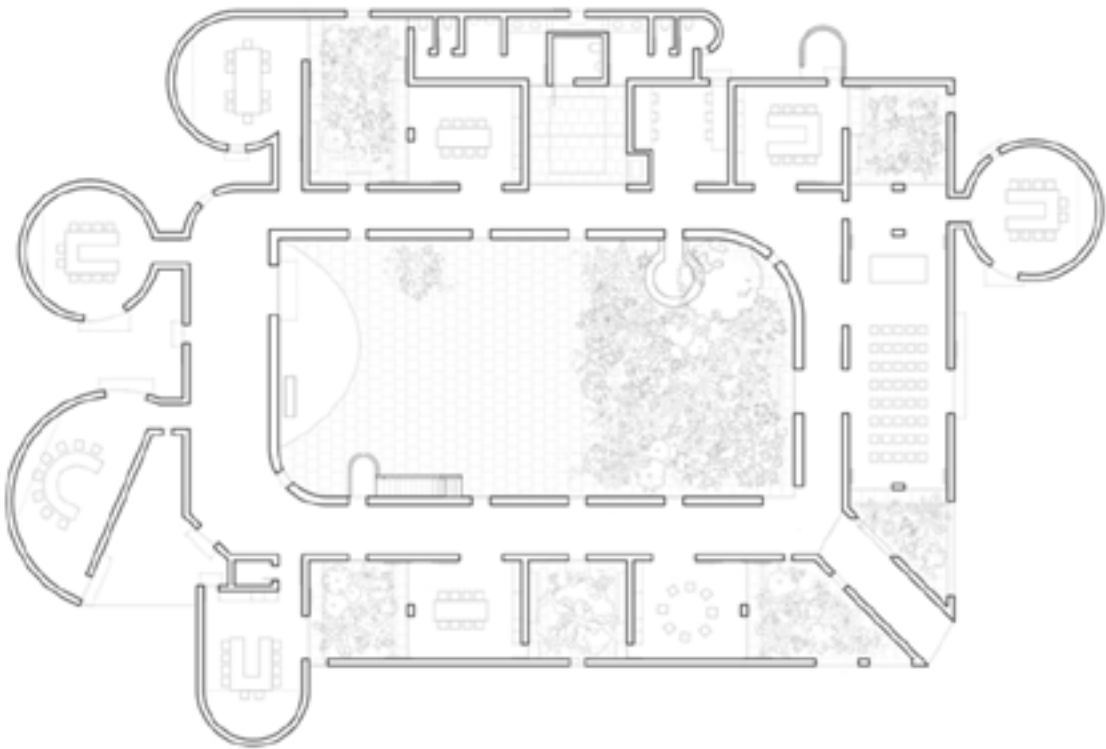
Design:
SEA Labs

Location:
Gandhinagar, India

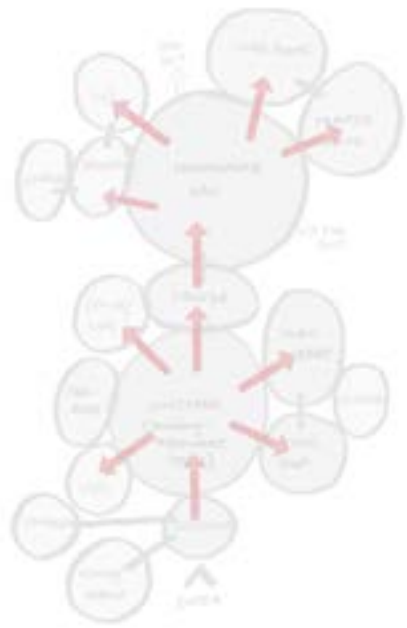
Completed:
2021

The design uses sensory design to integrate people with visual impairments. The ceiling heights are different, in order to create a difference in the way **sound** echoes. The walls are of different textures, to differentiate spaces with **touch**. The gardens produce different scents so that each space have a different **smell**.

The strategy of sensory design can be used to create the sense of memory within the design of the elderly music school.

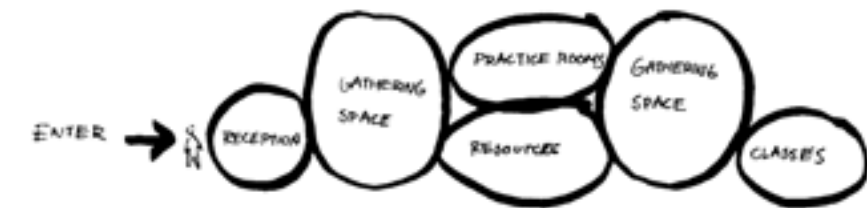
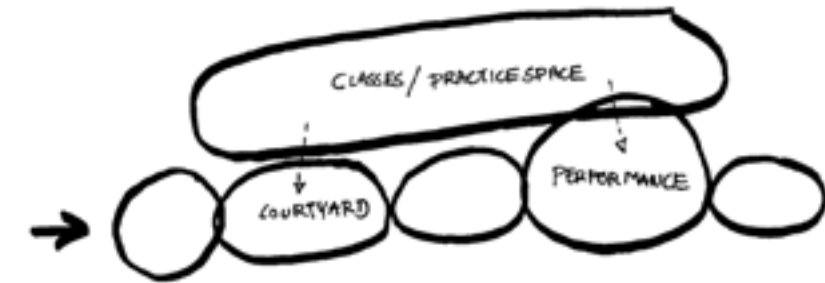
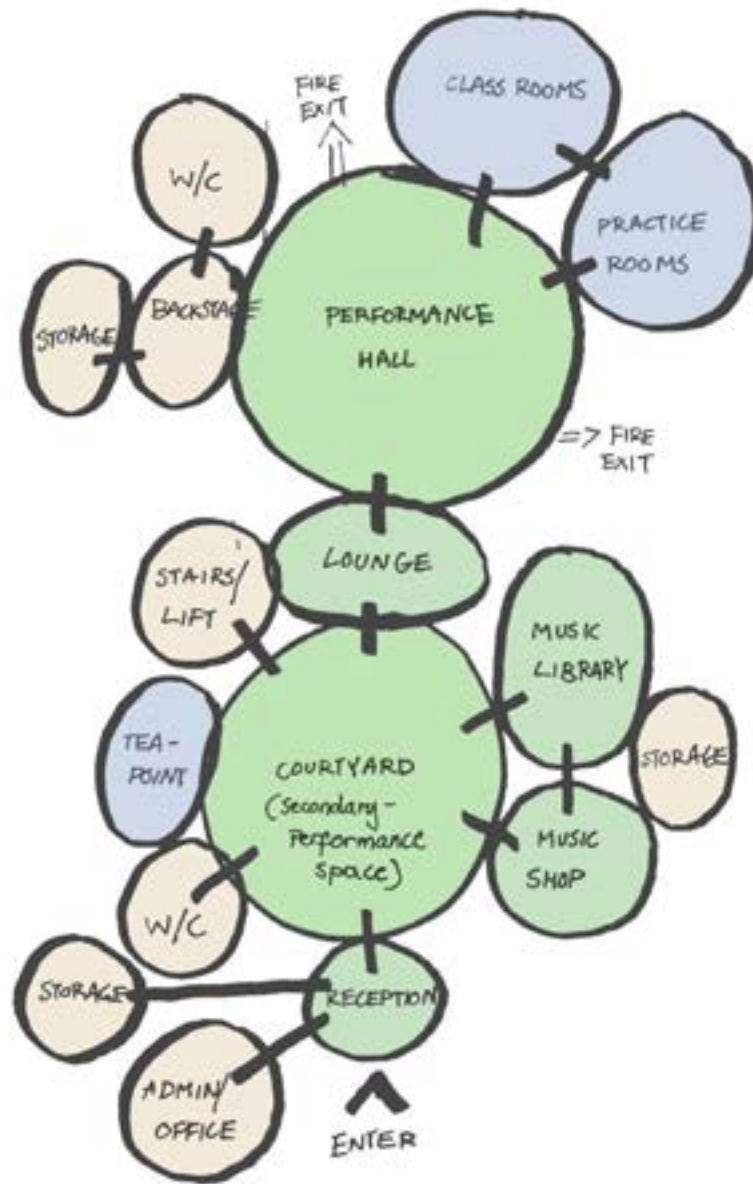


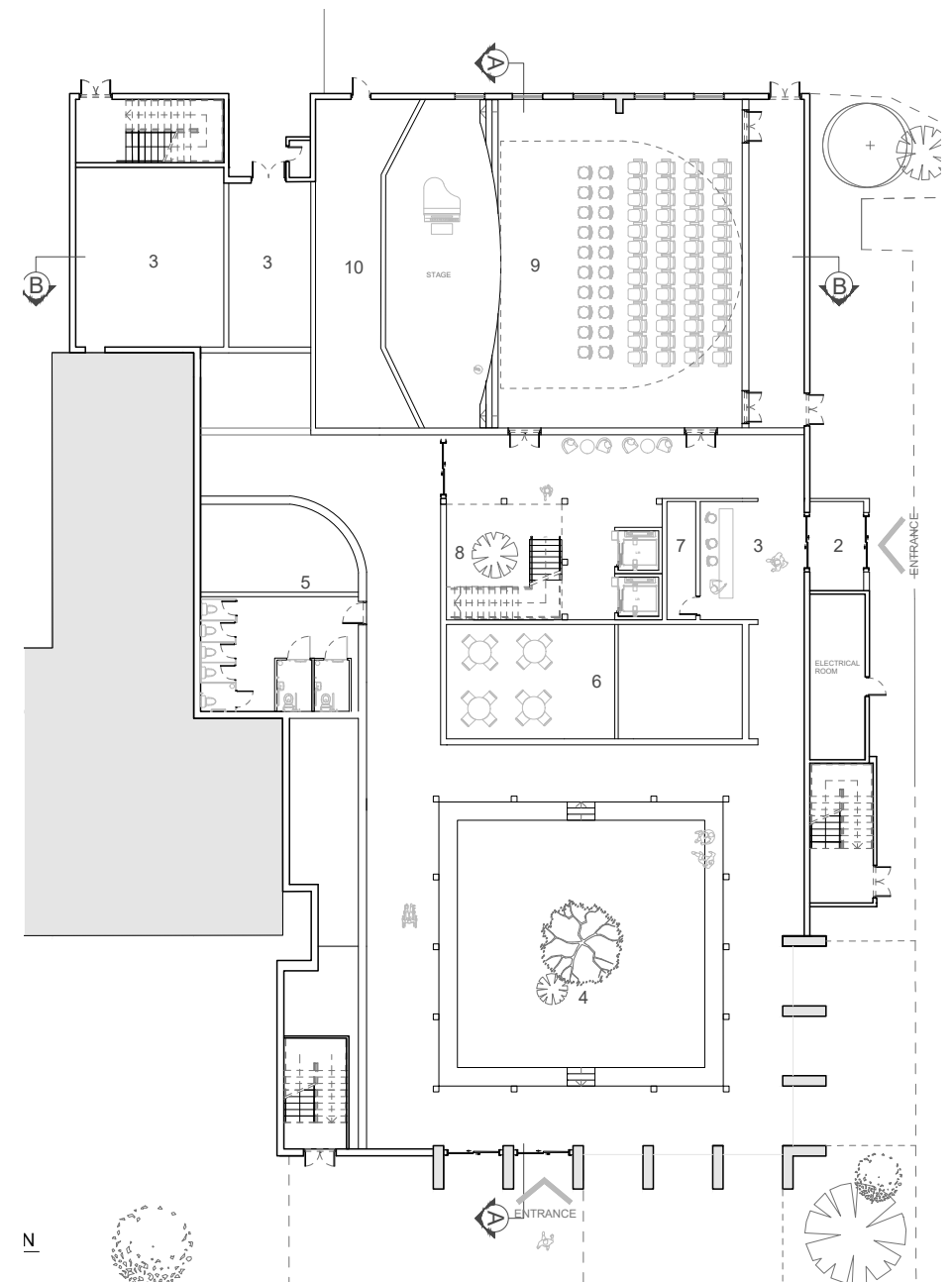
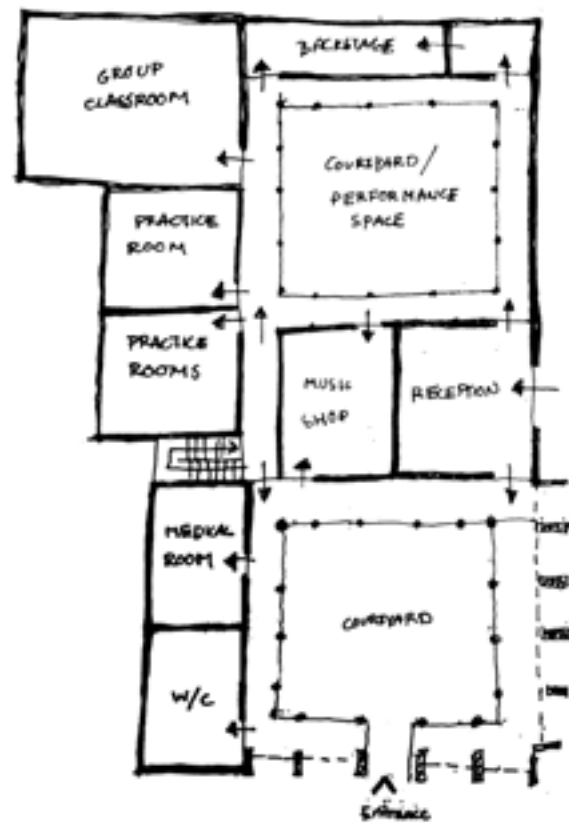
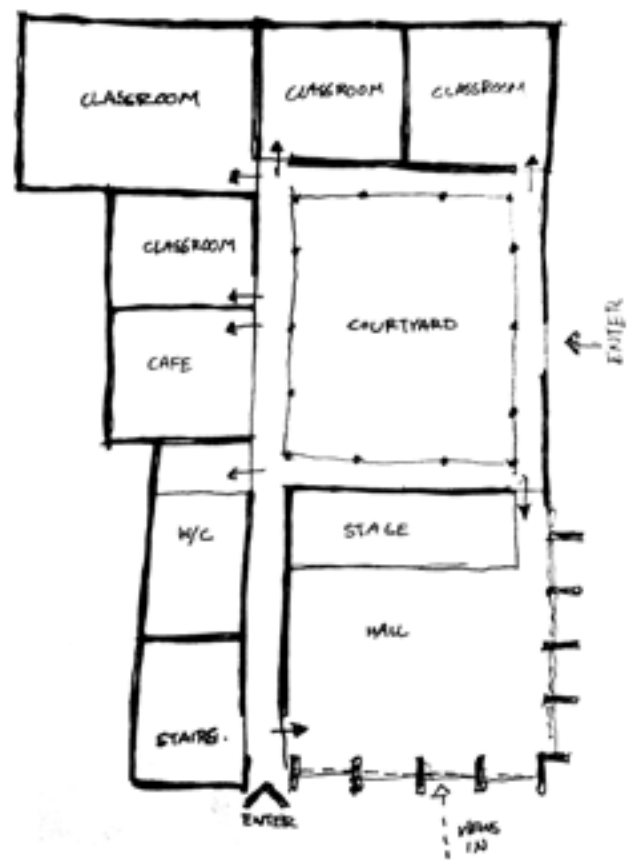
(Dhrupad Shukla, Lakshay Bansal, Anand Sonecha, Aakash Dave, Bhagat Odedara, Aneesh Devi)

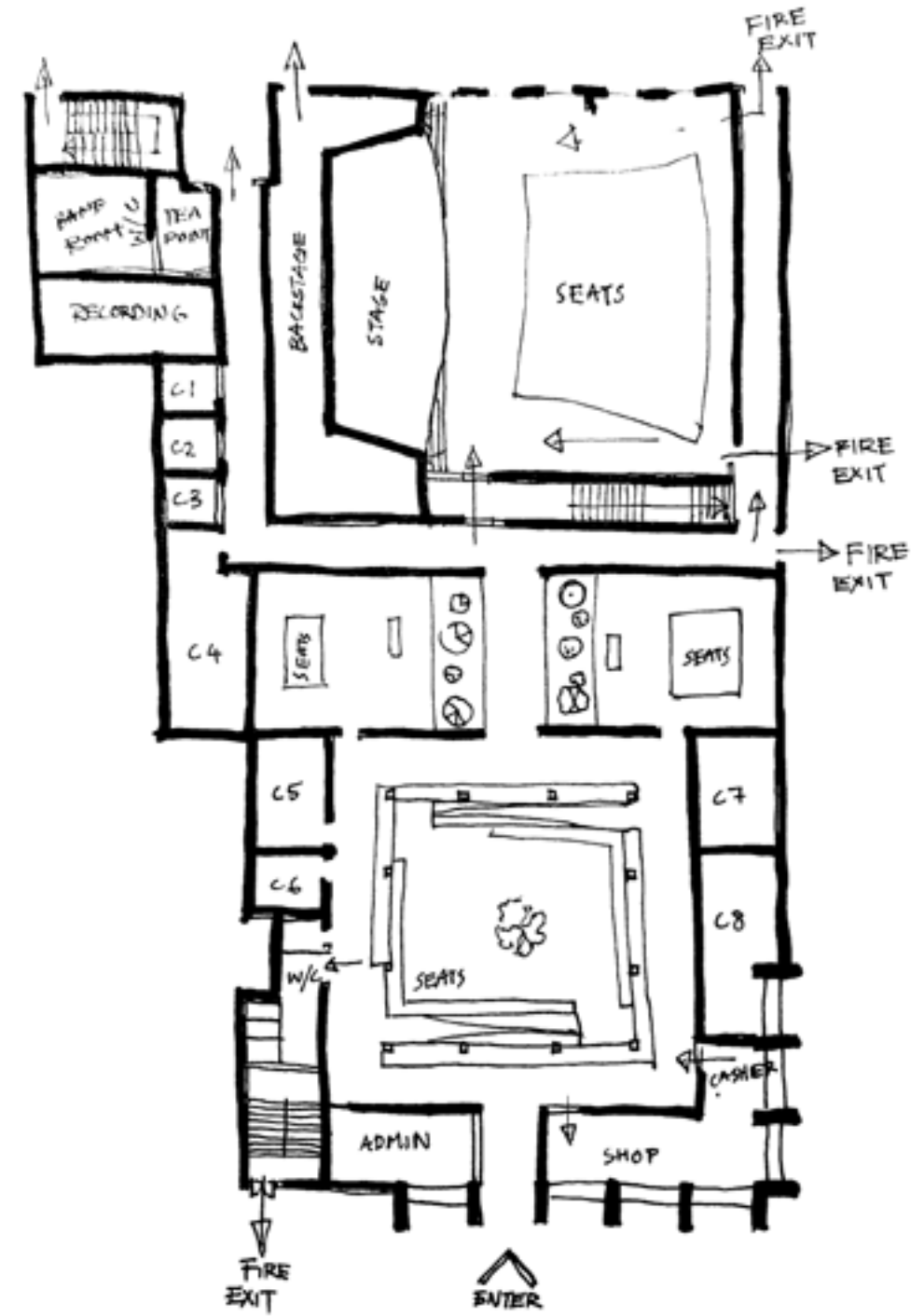
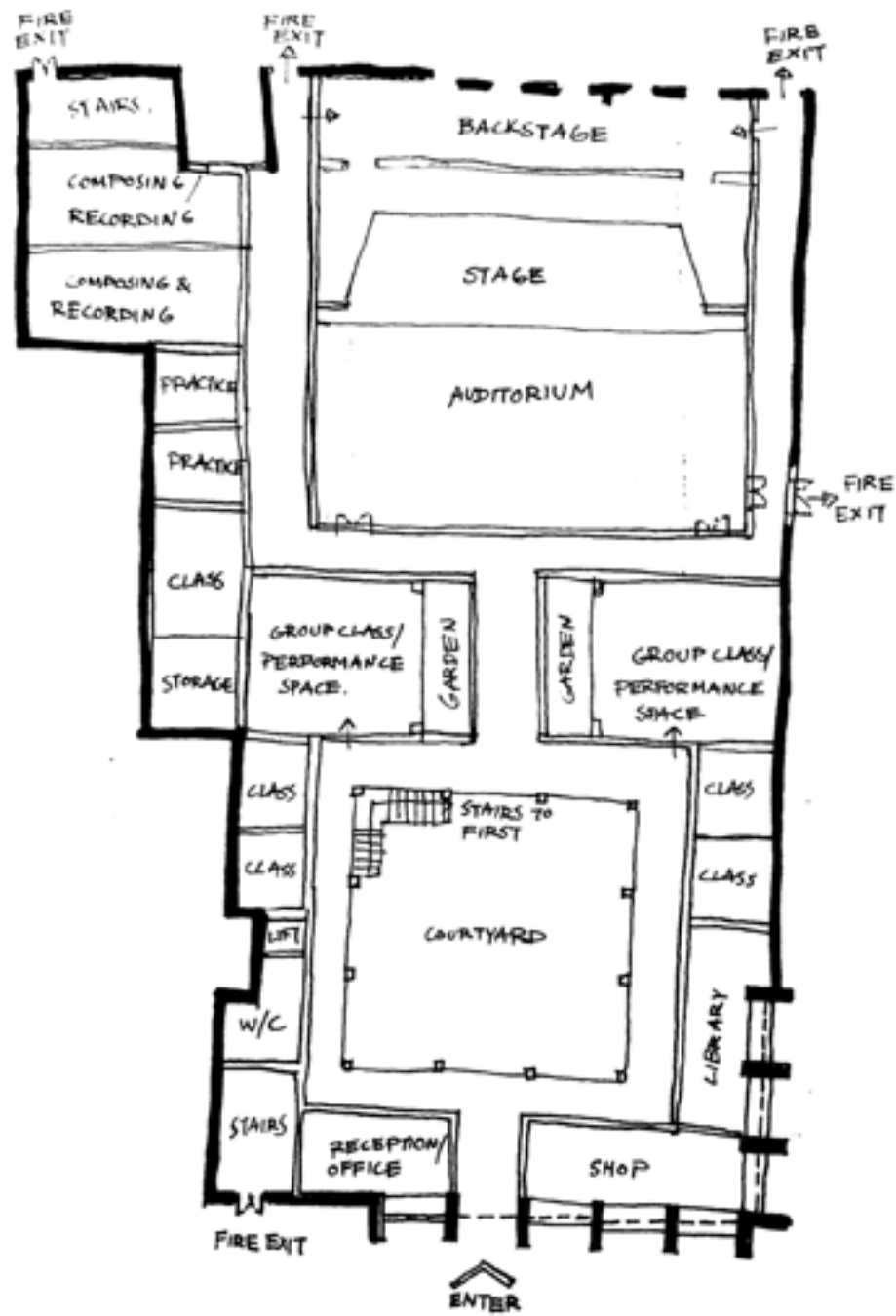


Key:

- Group/ Community Space
- Individual Use
- Amenities

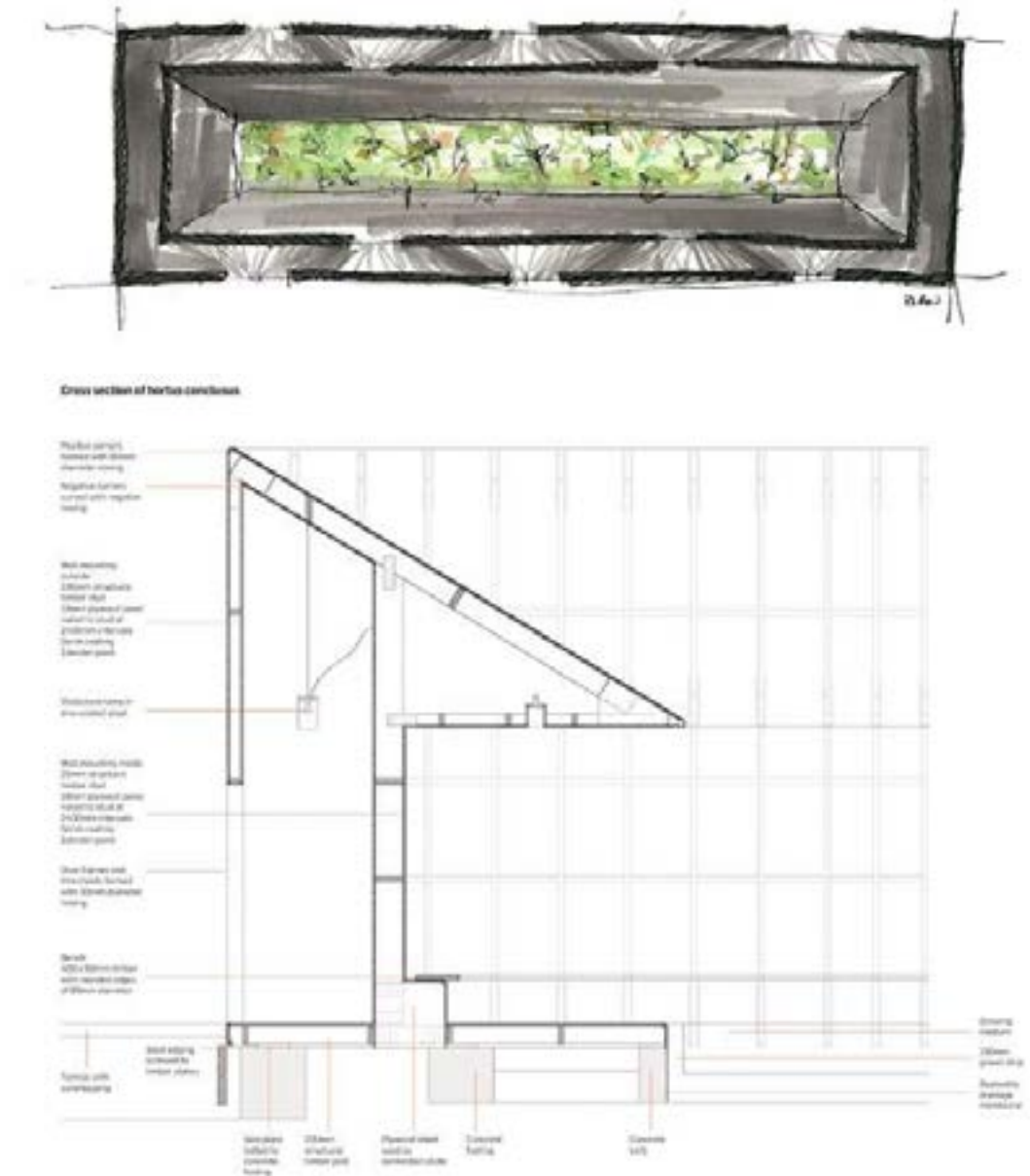




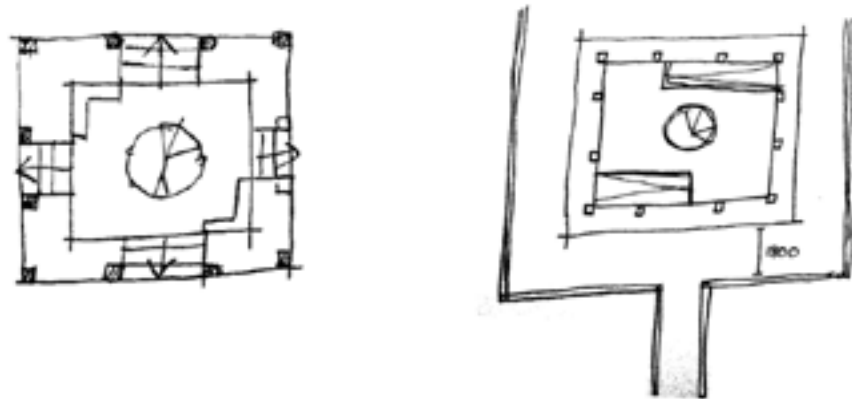


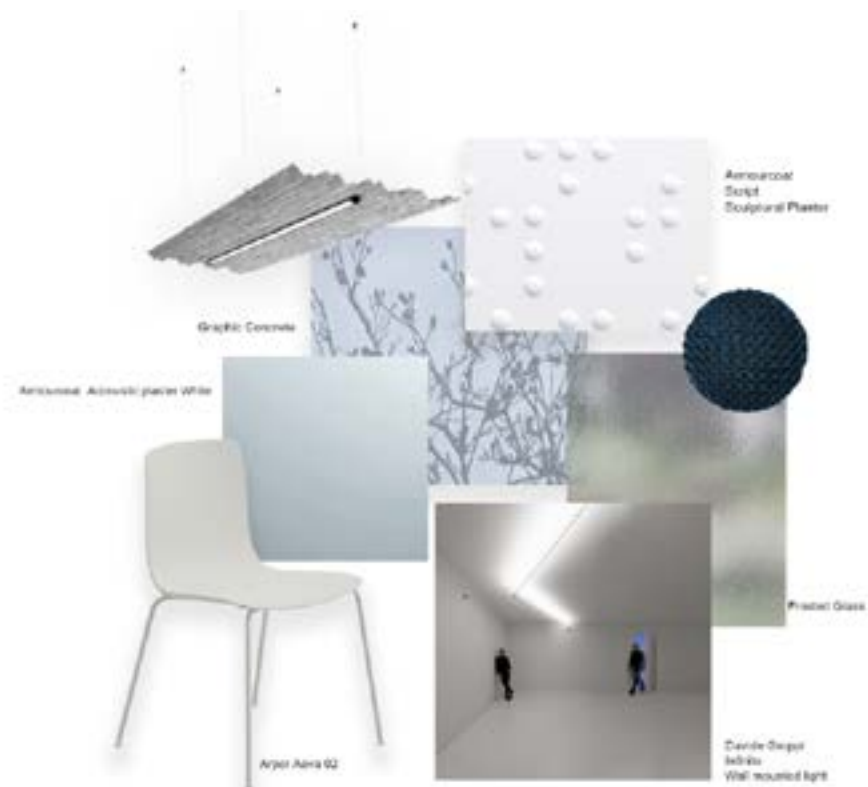
1 Serpentine pavilion 2011-Courtyard Case study

Zumthor's architecture utilises the sensory experience of memory. With the use of materials, and light.' This case study targets the entrance courtyard.



(Images: Serpentinegalleries.org)

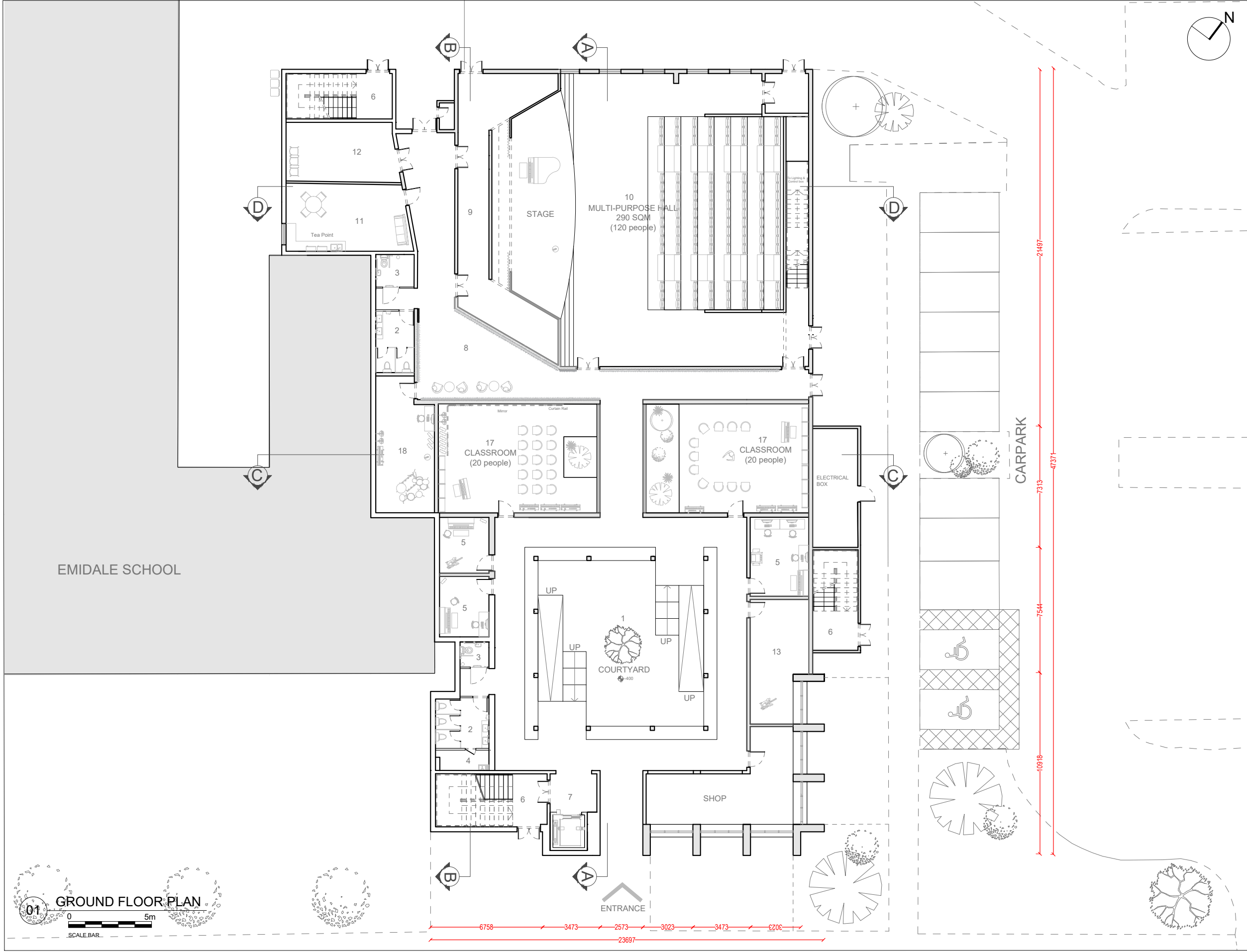






05 Design Outcome

Floorplans
Elevations
Sections
Interior Elevations
Exploded Axonometric
Renders



Notes:

1. Courtyard

2. W/C

3. Disabled W/C

4. Cleaners Closet

5. Bookable Individual Classrooms

6. Fire Exit Stairs

7. Lift

8. Lounge

9. Backstage

10. Multipurpose Hall

11. Greenroom

12. Instrument Storage

13. Admin Office

14. Reading Room

15. Balcony

16. Woodwind Classroom

17. Bookable Group Classroom

18. Brass Classroom

18. Strings Classroom

19. Choir

20. Lighting and sound booth

15-02-2025

SCALE: NTS

Studio Phoenix

CLIENT
LETCHWORTH LEISURE AND ARTS

DRAWING NO.
GM_10

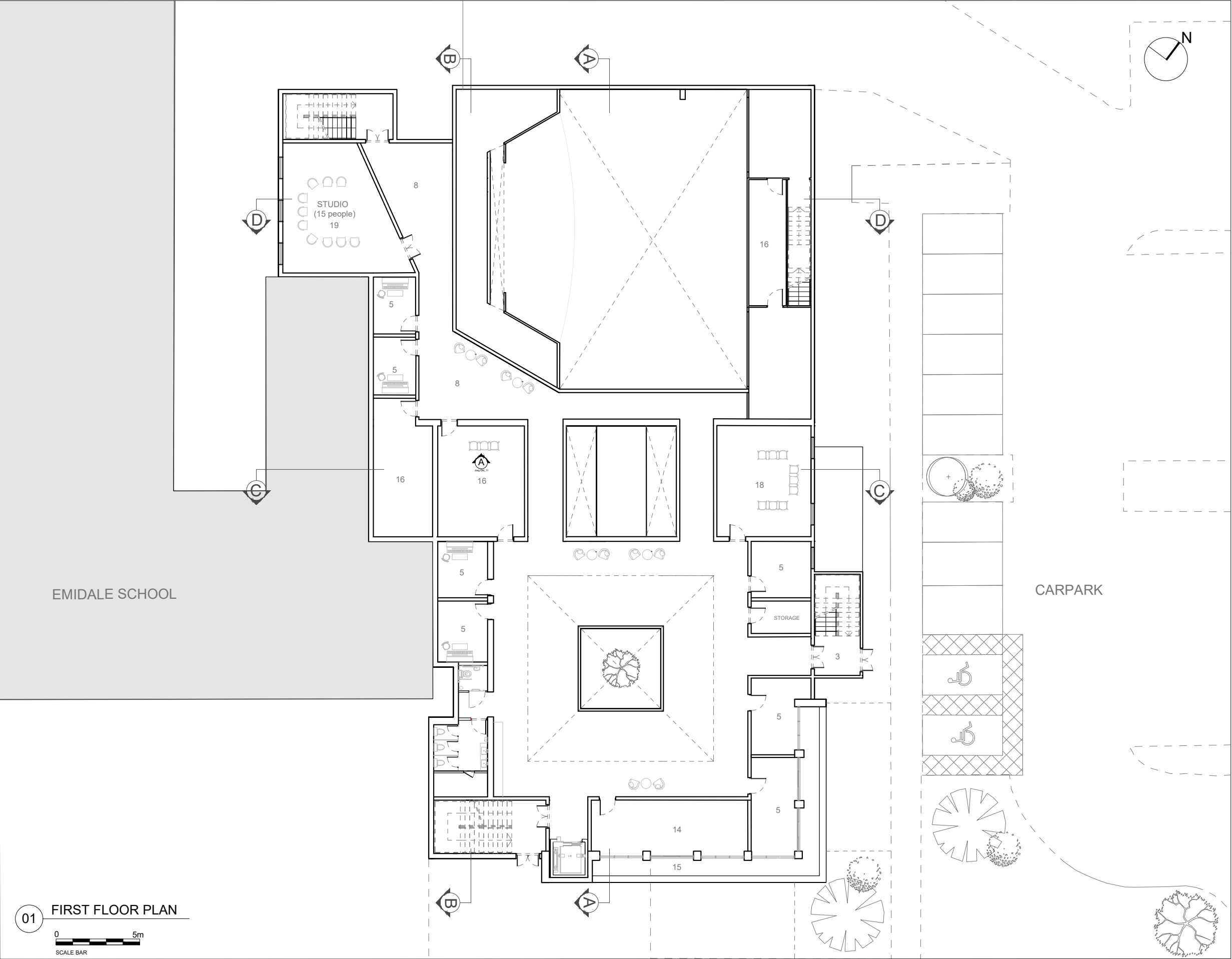
TITLE
PROPOSED GROUND FLOOR PLAN

REVISION

Da Vinci Hall
Letchworth Garden City
SG6 3NX

DRAWN BY
SILVY PHOENIX ANG

CHECKED



Notes:





Courtyard



Group Classrooms



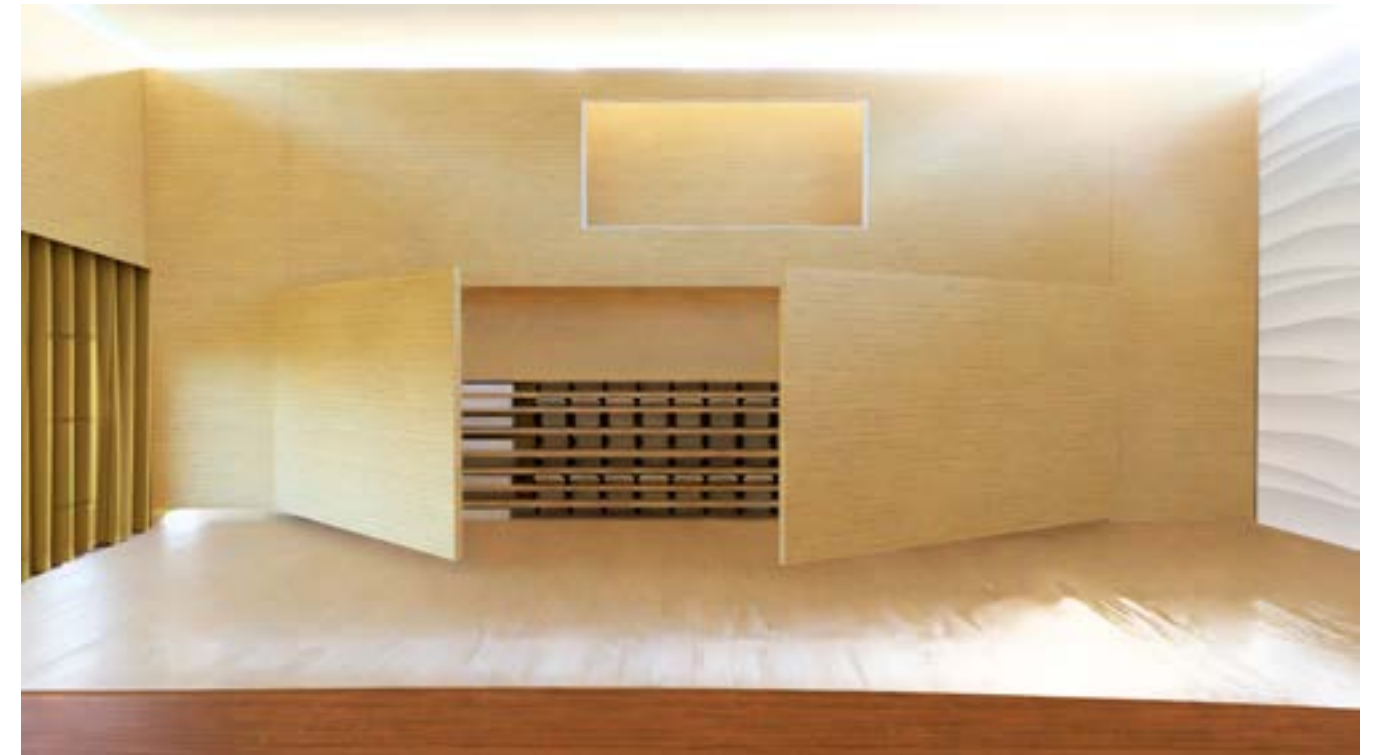
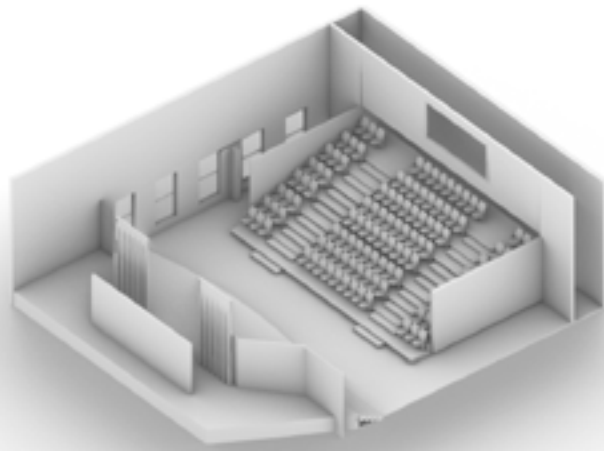


First Floor Classrooms



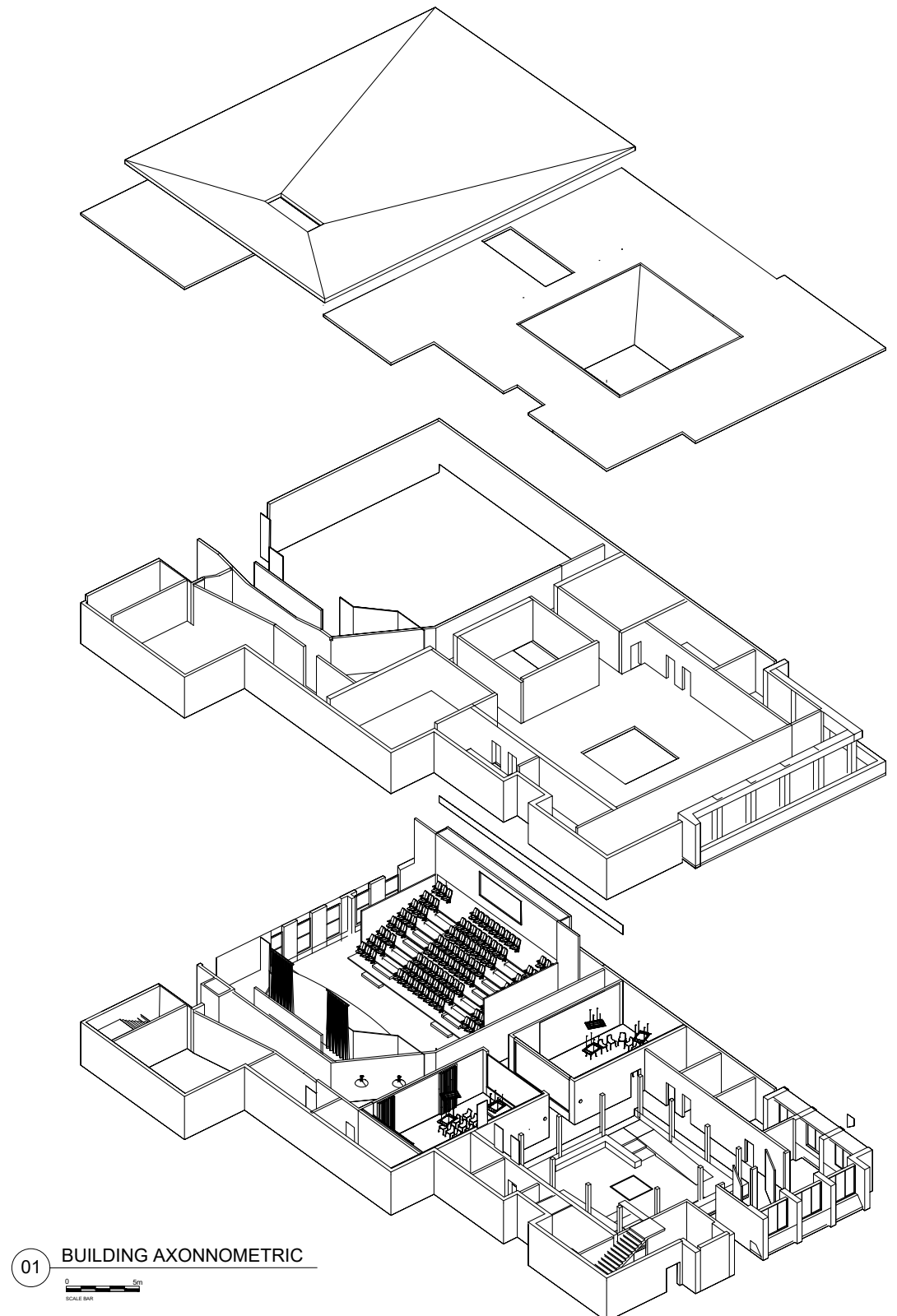
First floor

The multi purpose hall is Multi functional and can be converted so that the space can be used for events, dancing and musical





Stage







03 Building Regulations

Part B Fire safety strategy

Number of People per floor
Travel Distance from remote points
Angle between travel routes
Compartmentation
Fire rated Doors

Part K Prevention of falling

Stairs
Handrails

Part M Accessibility

Accessible Toilets
Ramps
Lifts
Teapoint and

FF FLOOR SPACE = 700m²

$$\frac{700}{1.0} = 700 \text{ people}$$

A MINIMUM OF 3
ESCAPE ROUTES
ARE REQUIRED

GF FLOOR SPACE = 828m²
(Without Auditorium)

$$\frac{828}{1.0} = 828 \text{ people}$$

A MINIMUM OF 3
ESCAPE ROUTES
ARE REQUIRED

AUDITORIUM = 300m²

$$\frac{300}{0.5} = 600 \text{ people}$$

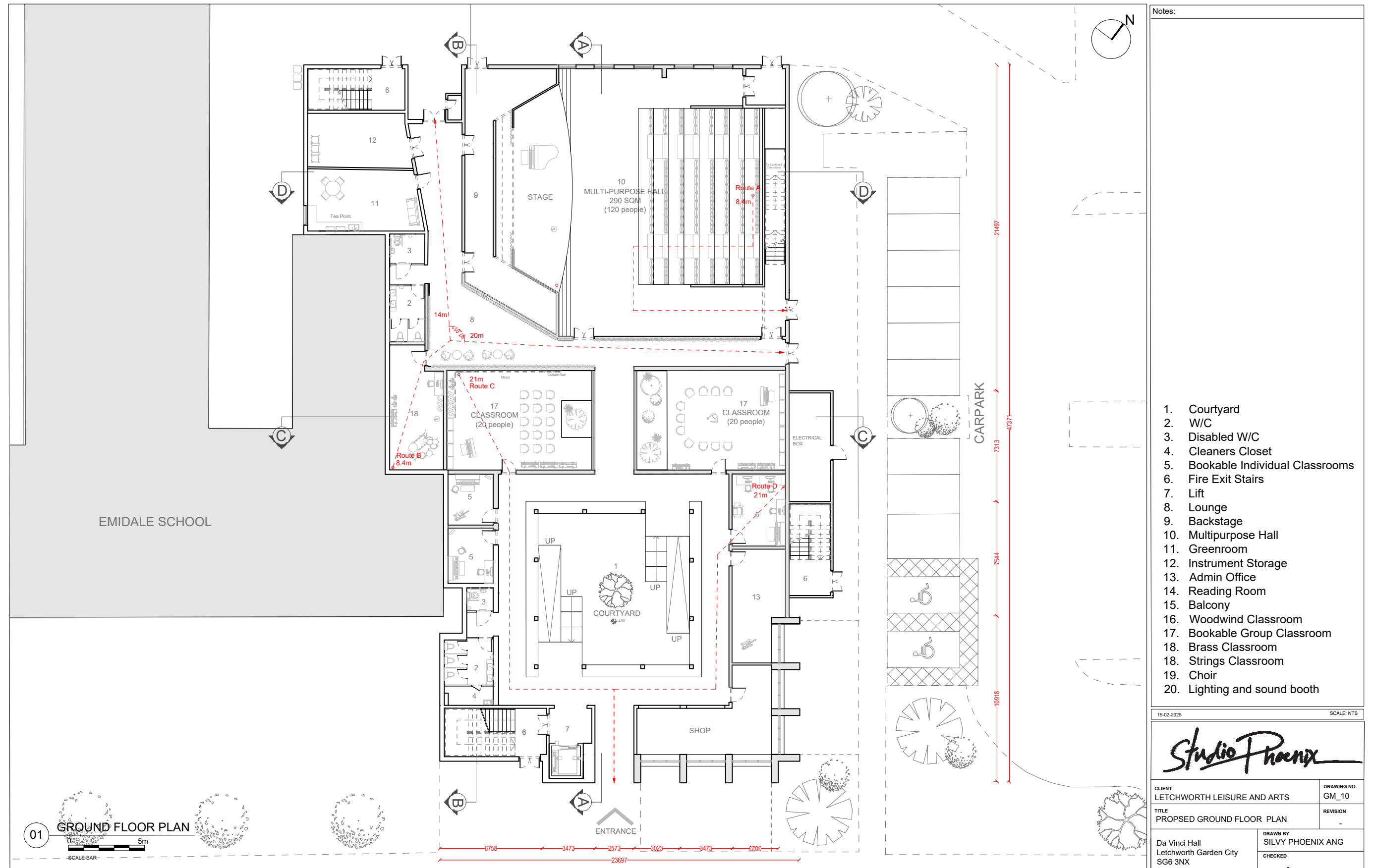
A MINIMUM OF 2
ESCAPE ROUTES
ARE REQUIRED

Table D1 Floor space factors⁽¹⁾

Type of accommodation ⁽²⁾	Floor space factor (m ² /person)
1. Standing spectator areas, bar areas (within 2m of serving point), similar refreshment areas	0.3
2. Amusement arcade, assembly hall (including a general purpose place of assembly), bingo hall, club, crush hall, dance floor or hall, venue for pop concerts and similar events and bar areas without fixed seating	0.5
3. Concourse or queuing area ⁽³⁾	0.7
4. Committee room, common room, conference room, dining room, licensed betting office (public area), lounge or bar (other than in (1) above), meeting room, reading room, restaurant, staff room or waiting room ⁽⁴⁾	1.0
5. Exhibition hall or studio (film, radio, television, recording)	1.5
6. Skating rink	2.0
7. Shop sales area ⁽⁵⁾	2.0
8. Art gallery, dormitory, factory production area, museum or workshop	5.0
9. Office	6.0
10. Shop sales area ⁽⁵⁾	7.0
11. Kitchen or library	7.0
12. Bedroom or study-bedroom	8.0
13. Bed-sitting room, billiards or snooker room or hall	10.0
14. Storage and warehousing	30.0
15. Car park	Two persons per parking space

Table 2.1 Limitations on travel distance

Purpose group	Use of the premises or part of the premises	Maximum travel distance ⁽¹⁾ where travel is possible in:	
		One direction only (m)	More than one direction (m)
2(a)	Residential (institutional)	9	18
2(b)	Residential (other):		
	a. in bedroom ⁽²⁾	9	18
	b. in bedroom corridors	9	35
	c. elsewhere	18	35
3	Office	18	45
4	Shop and commercial	18	45
5	Assembly and recreation:		
	a. buildings primarily for disabled people	9	18
	b. areas with seating in rows	15	32
	c. elsewhere	18	45
6	Industrial ⁽³⁾		
	Normal hazard	25	45
	Higher hazard	12	25
7	Storage and other non-residential ⁽⁴⁾		
	Normal hazard	25	45
	Higher hazard	12	25
2-7	Place of special fire hazard ⁽⁵⁾	9 ⁽⁶⁾	18 ⁽⁶⁾
2-7	Plant room or roof-top plant:		
	a. distance within the room	9	35
	b. escape route not in open air (overall travel distance)	18	45
	c. escape route in open air (overall travel distance)	60	100



Fire Exit Features



Fire Exit Features



Backlit Fire exit sign



Vision Panel



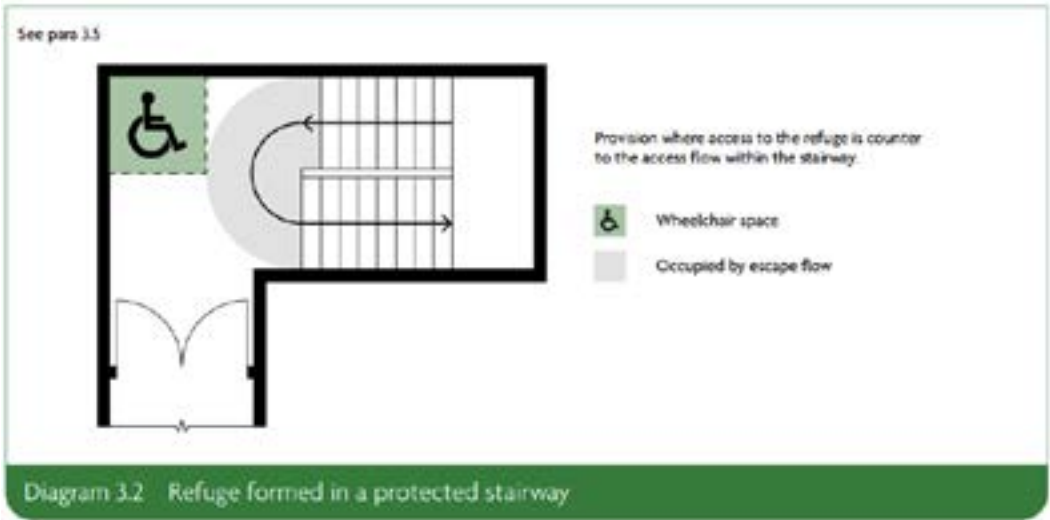
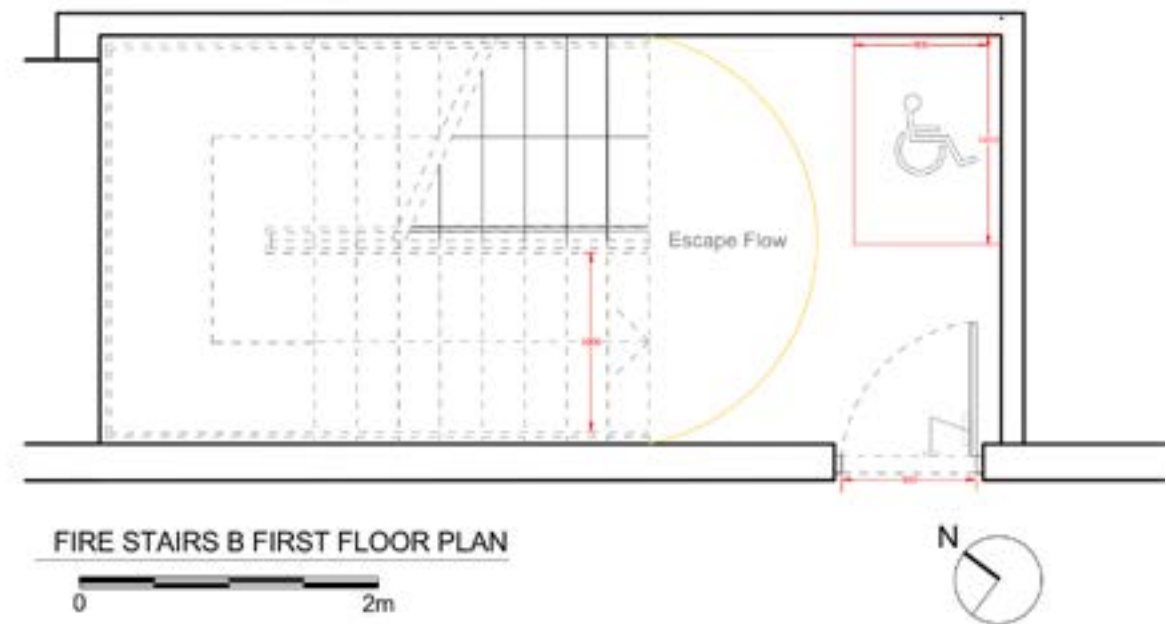
Contrasting Nosing



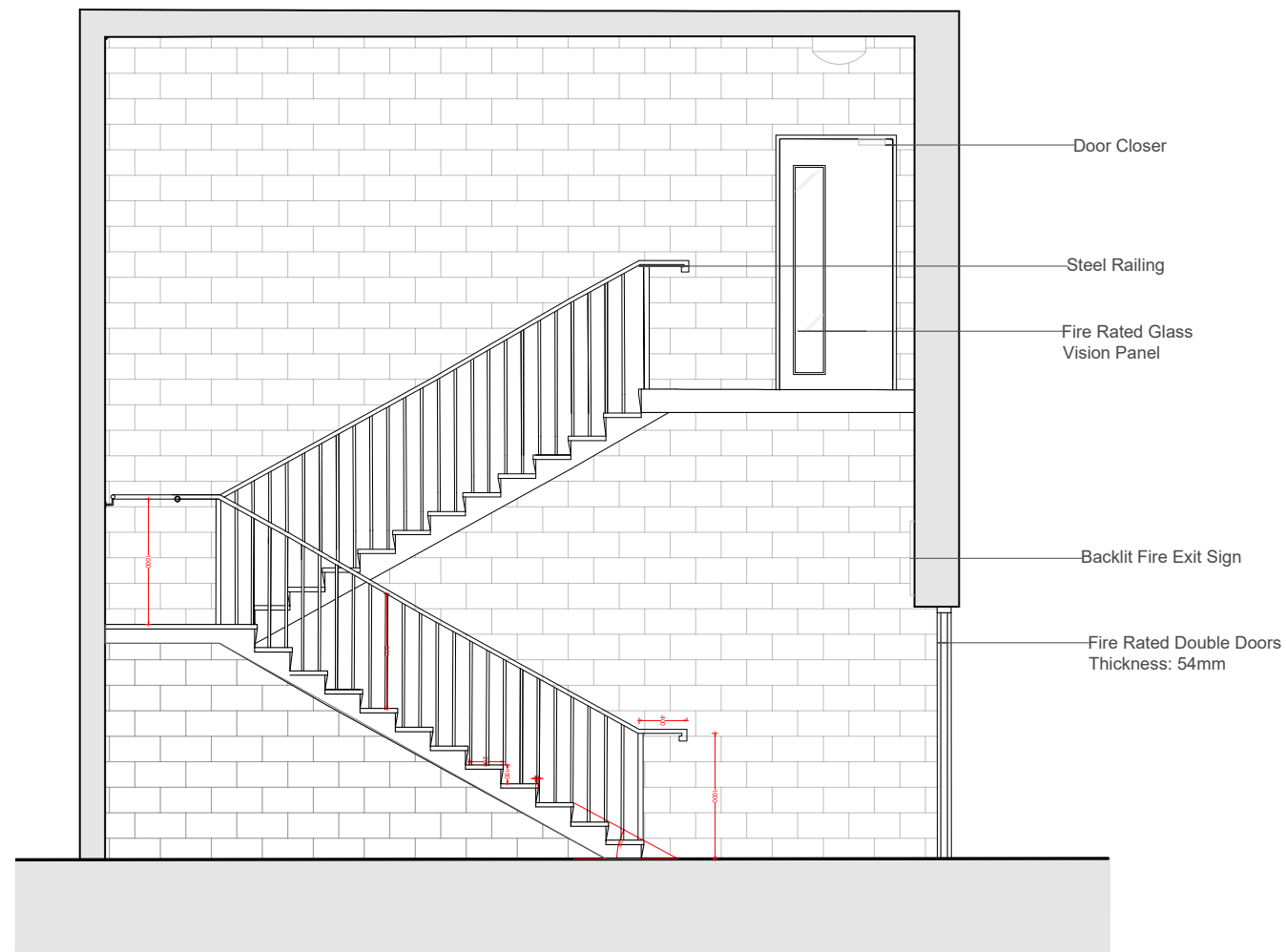
Door closer




Emergency Light



Part K Prevention of falling- Staircase Dimensions



01 FIRE STAIRS SECTION



0 2m

	Rise*		Going*	
	Minimum (mm)	Maximum (mm)	Minimum (mm)	Maximum (mm)
Private stair ¹	150	220	220	300
Utility stair	150	190	250	400
General access stair ²	150	170	250	400

Notes:

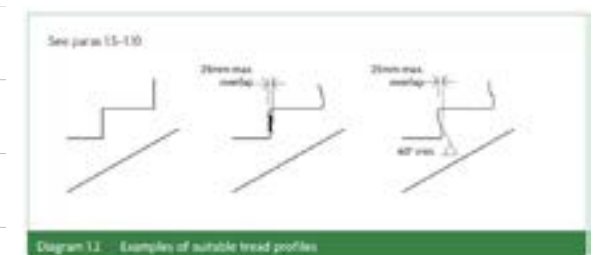
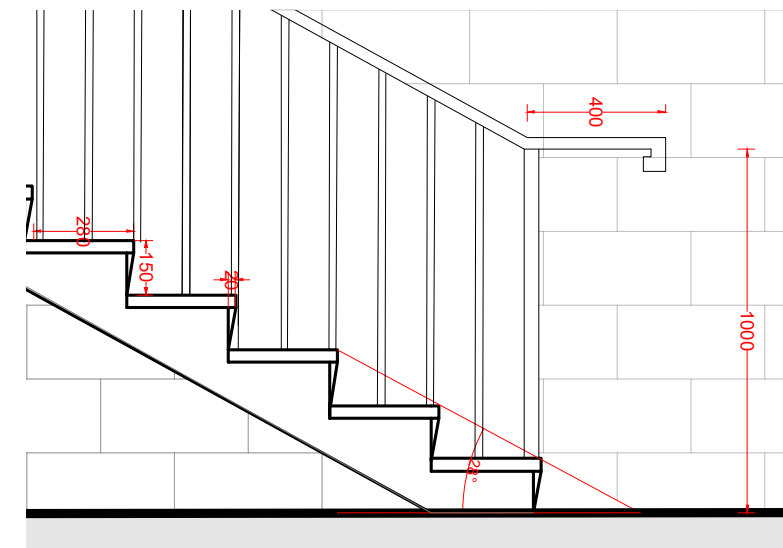
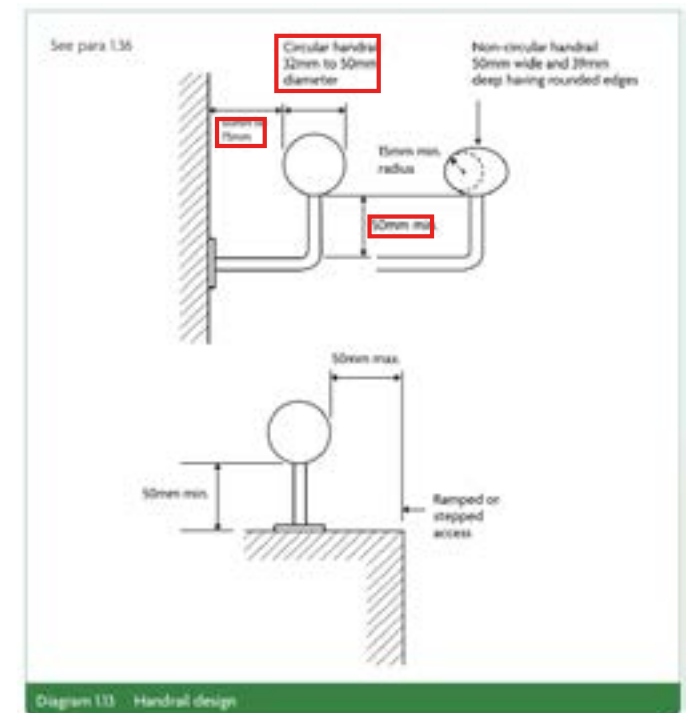
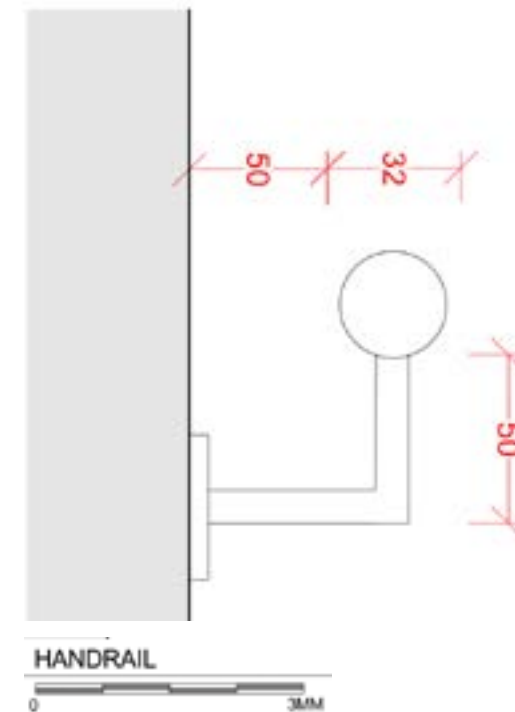
- [1] The maximum pitch for a private stair is 42°.
- [2] For dwellings, for external tapered steps and stairs that are part of the building the going of each step should be a minimum of 280mm.
- [3] For school buildings, the preferred going is 280mm and rise is 150mm.

* The normal relationship between the dimensions of the rise and going is twice the rise plus the going ($2R + G$) equals between 550mm and 700mm.

For existing buildings the dimensional requirements in Table 11 should be followed, unless due to dimensional constraints it is not possible. Any alternative proposal should be agreed with the relevant building control body and included in an access strategy (refer to Approved Document M).

$$2R+G=2(150)+280$$
$$=580$$

580 is between 550 and 700,
therefore the stair dimensions
conform to part K

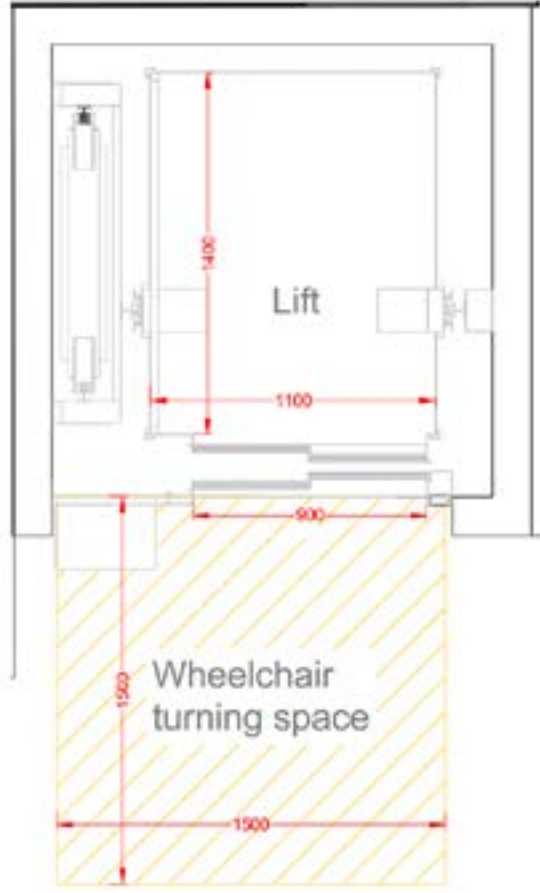
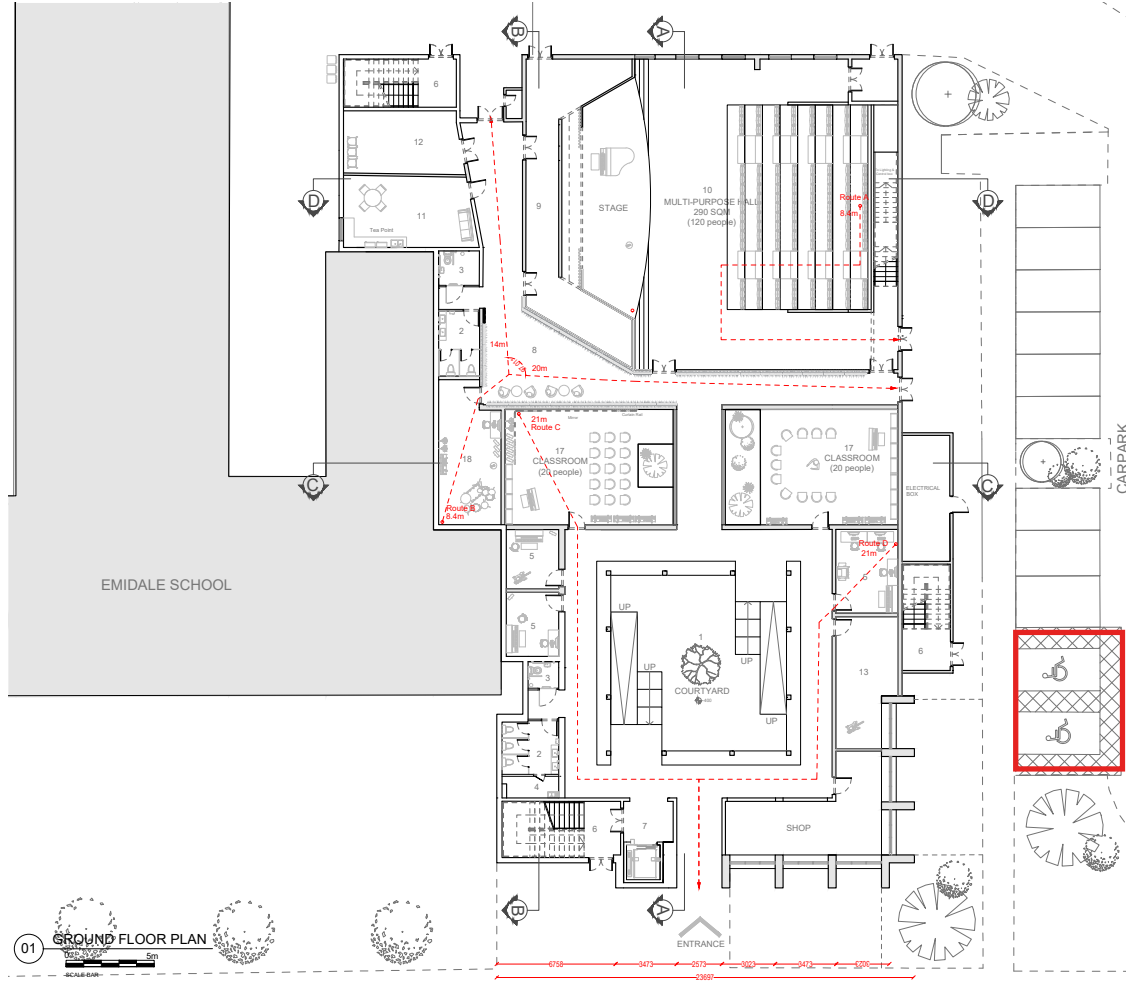
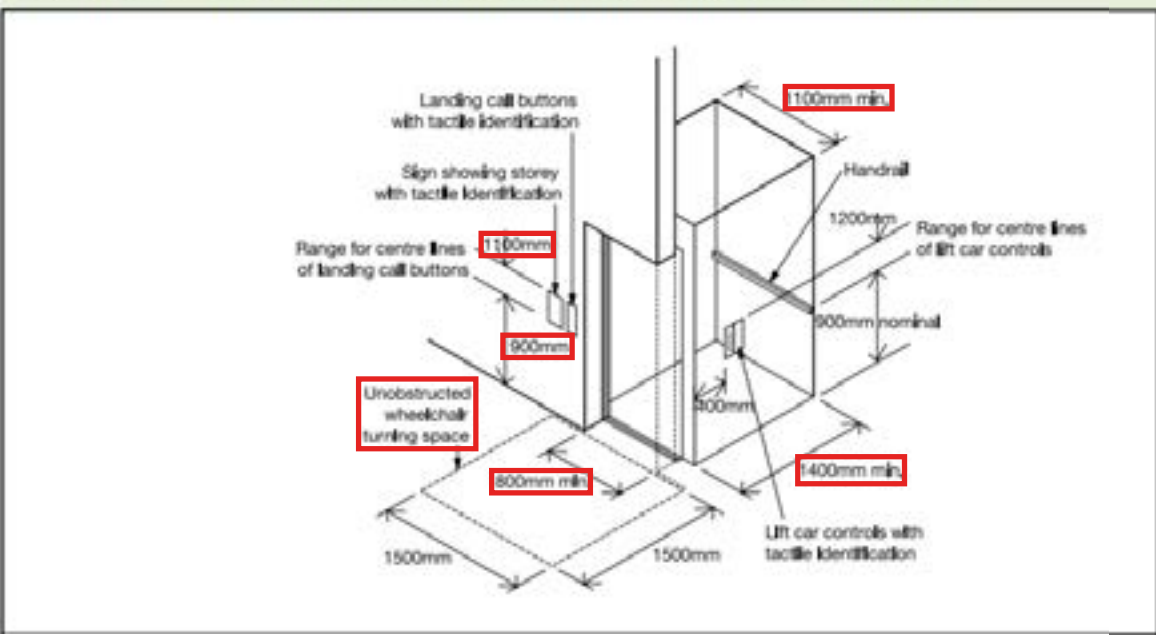


1. **Diagram 2 Parking bay designated for disabled people**




Disabled Parking Bay

Diagram 11 Key dimensions associated with passenger lifts




2.




Indentations for visually impaired

3.




Automatic Door button

4.



Automatic sliding Door

5.



Disabled Pack

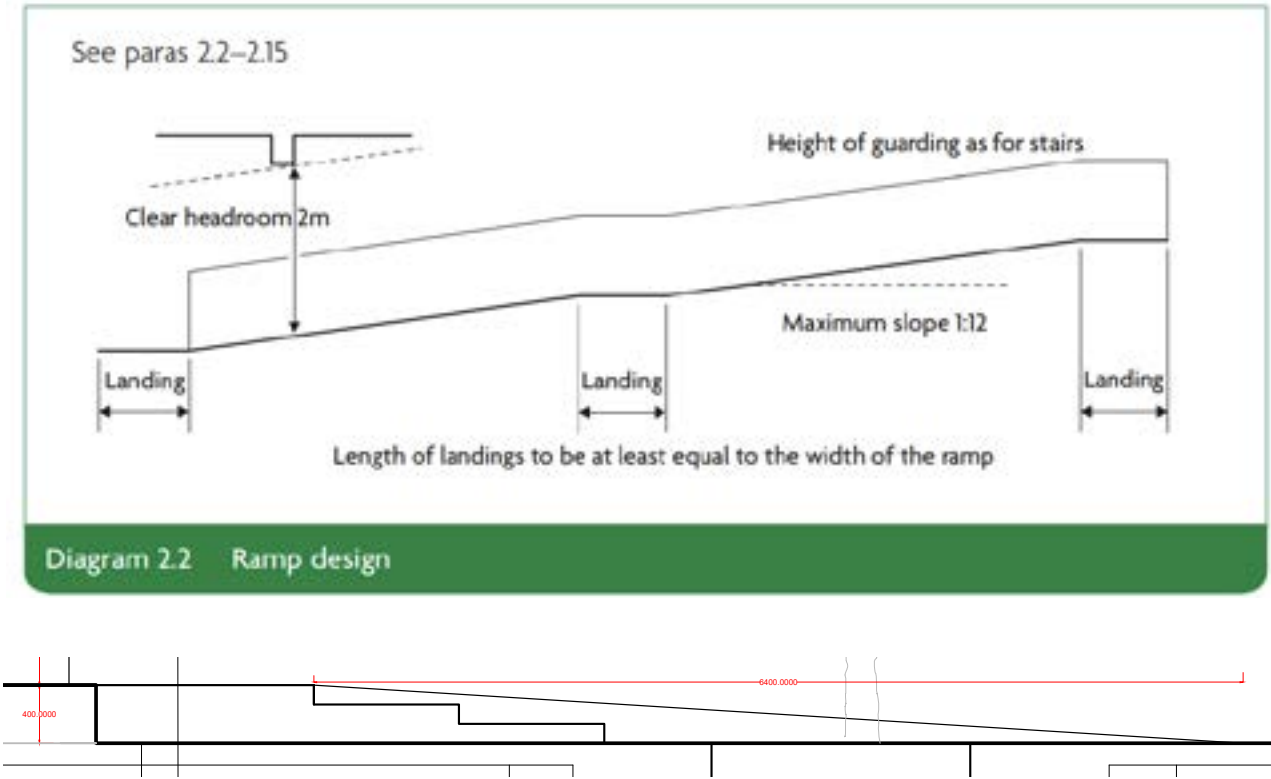
1. High toilet

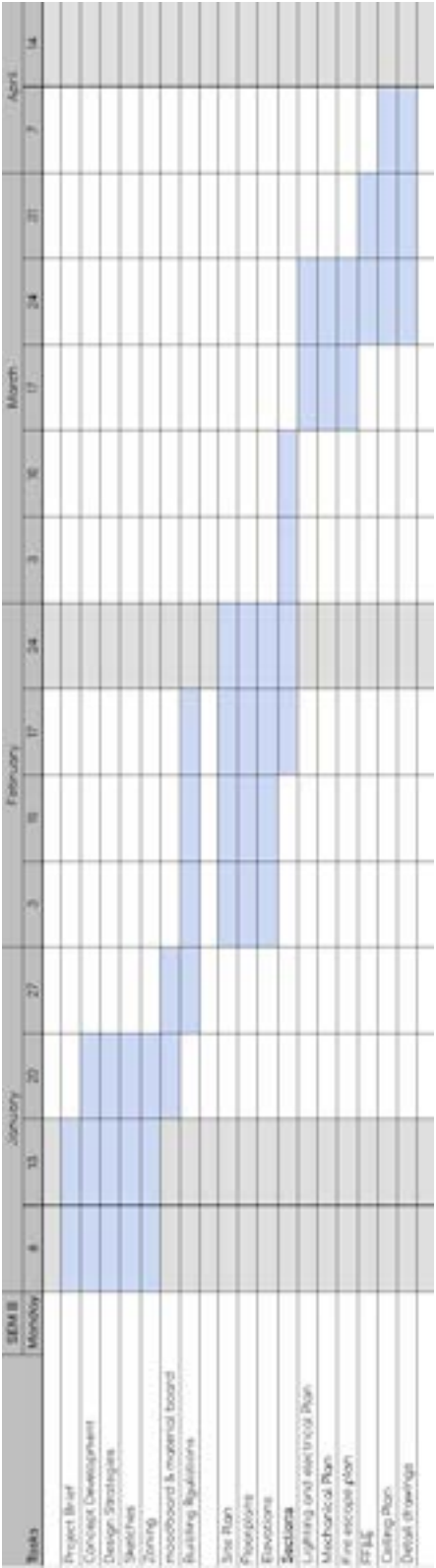
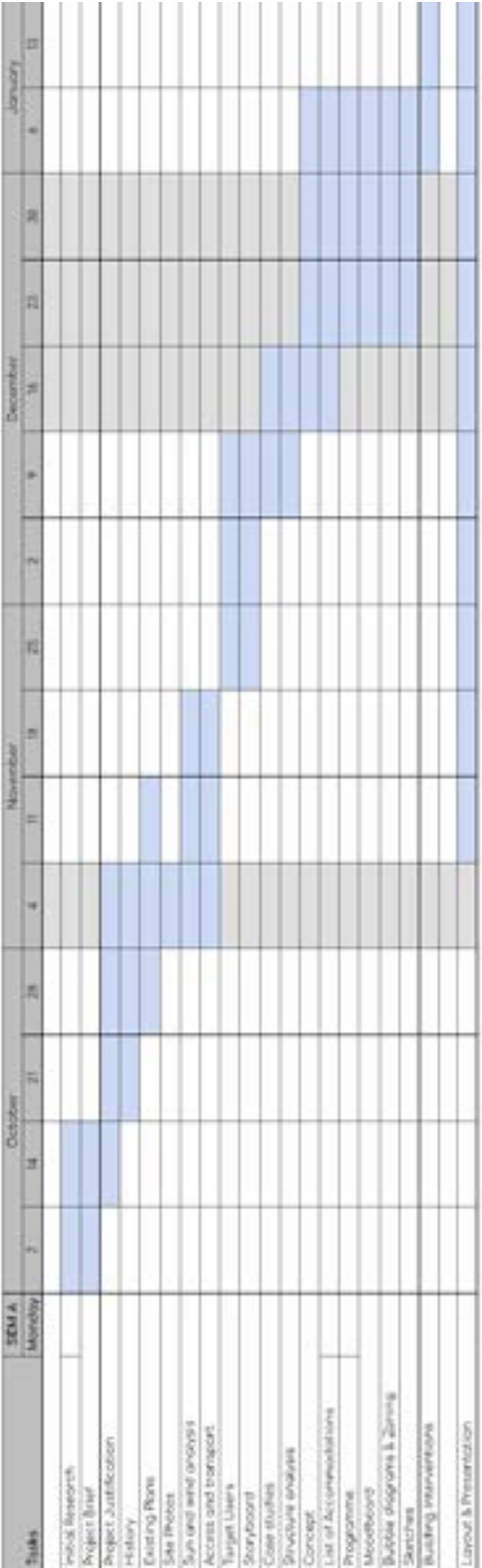
2. Grab Bars

3. Low sink

4.

5. Emergency Pull cord





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WGSN - Log in. [online] Available at: <https://www.wgsn.com/interiors/article/673f56cd2c393bca4fb50687#page1> [Accessed 9 Jan. 2025].Wgsn.com. (2019b). WGSN - Log in. [online] Available at: <https://www.wgsn.com/interiors/article/66cddbc456656d48f726e75c#page10> [Accessed 9 Jan. 2025].

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Hertfordshire **UH**