**VISION**
Create an environment that integrates learning and creative play areas, which enhances the Cole and Clayton neighborhoods.

**GOALS**
This vision articulates the main goals of Harrington Elementary School's master plan. We will know that the master plan has been successful when these goals have been fulfilled. Harrington will fulfill the vision by:

1. Being a source of inspiration, invention and creativity where children love to play.
2. Create a playground that facilitates learning by expanding on the school’s curriculum in an outdoor setting
3. Enhancing physical education and socialization skills through outdoor places.
4. Creating a safe, inviting place in which the surrounding community takes pride.
5. Create spaces that are intentionally ambiguous and open to many interpretations by students
6. Improve existing site conditions and repair known problems
7. Integrate, as much as possible, the adjacent park and make the transition between the two places more seamless

**AESTHETIC ORDERING SYSTEM**
An ordering system lays out the basic ways a site can be arranged and organized. The manner in which these spaces are arranged can clarify their importance or signify their functional role. Radial patterns can be interwoven to form complex networks and they can provide hierarchy to activity areas, as well as sightlines to important landmarks. With Harrington’s small size, it will be important to overlap activities to best utilize all available space. The use of art in the park will provide expanding views into the park, making the space feel larger, but also directing play into a space that is not fully utilized.

**SPATIAL DIAGRAM**

**PRECEDENTS**

**PROGRAM LIST**
The following is a list of elements that could be installed or created on the Harrington Elementary site. It reflects the reality of the space due to site constraints such as size, slope and budget.

**Learning Activities (Directed)**
Outdoor classroom (a defined space with shade and seating)
Shade structure
Outdoor learning center (to include a vegetable patch, compost, and a native area)
Native vegetation and tall-grass maze
Arborium in Schafer Park (includes tree name sign and map)
Art wall and art projects throughout (Banners, murals, tiles)

**Passive Areas**
Sitting area under trees
Plaza area at main entrance
Gateway
Activity tables (checker boards, etc.)

**Activity (Directed and Non-Directed)**
ECE playground (existing)
ECE Sandbox (existing)
Terrace and Ramp (composed of sitting area and rock wall)
Half-court playground
Basketball half courts - 6 poles and backboards
Open grass play area
Tetherball - 7
Four square - 6
Large activity field (in Schafer Park)
Math and geography oriented sidewalk games (similar to hopscotch)

*Through play, children (and bigger people, too) learn a great deal about the variety and complexity of the world, and about themselves as self-directed learners.*

—Jones and Prescott, 1978