China: Wu Xing
- Wu Xing is the Chinese representation for the five elements: wood, fire, earth, metal and water.
- All of these elements are said to be cyclical.
- The natural elements are also often associated with seasonal cycles.

Peru: Incas
- The Incas were polytheistic, believing in multiple gods.
- Inti is the Sun God
- Apu is the god of the Mountain
- Pariaca is the god of rain and water
- Kon is the god of southern wind
- They also developed an advanced calendar based on solar and lunar cycles

Native Americans: Lakota Tribe
- The Lakota Tribe believed in the four corners of the universe.
- Black is for the west, which brings thunder and rain.
- White is for the north, which brings the wind.
- Red is for the east, which brings the light.
- Yellow is for the south, the earth, which brings the power to grow

Mexico: Zapotec Civilization
- The Zapotec were also polytheistic.
- Cocijo is their rain god
- Coquihani is the god of light or fire
- They believe that their ancestors came from the natural elements such as wind, rain, fire and earth
- They used a 365 day solar calendar, and a 260 day sacred calendar

Earth - Fall - South
- The Earth elements are incorporated to explore principles of geology and ecology. Climbing and seating boulders reflect rock types. Sand boxes and gardens can be used to provide tactile experiences and temporal planting elements.

Air - Winter - North
- The Air elements are used for weather and climate studies. Measurement devices can be set up to measure the wind and climate changes. Kinetic sculptures can reflect this element and show motion, change and sound.

Water - Spring - West
- The Water elements are used to show how fluids behave and how changes in temperature affect the physical properties of fluids. Collection and measurement of precipitation can be incorporated into art pieces. Bioswales deal as an educational piece and reduce stormwater run-off.

Teller Goals
- Physical
- Mental
- Cultural

Teller Goals
- Calendar
- Natural Elements
- Directions

Precendents & Inspirations:
- Native Americans: Lakota Tribe
- Peru: Incas
- Mexico: Zapotec Civilization
- China: Wu Xing
Teller Elementary: Enlargements

Student Garden
Scale: 1/8" = 1'-0"

ECE Area
Scale: 1/8" = 1'-0"

Gateway
Scale: 1/4" = 1'-0"

Outdoor Classroom
Scale: 1/8" = 1'-0"

Shade Structure
Scale: 1/8" = 1'-0"
Teller Elementary is located in the Congress Park Neighborhood, and is bordered by 11th street to the south, 12th street to the north, Garfield street to the west and Jackson street to the east.

- The ECE and primary play areas are combined and located in the southwest corner.
- The swings are located on the south side of the playground, next to the Field and ECE/ Primary area.
- The intermediate area, basketball court, 4 square and teatherball courts are located in the north east corner of the playground.
- The current grass field is 18,600 sf.
- The Intermediate and ECE play structures are relatively new.

- There is an alcove on the east side of the building that is currently unusable.
- There are several older Green Ash, Honeylocust and Oak trees on the property.

### Existing Site Analysis

<table>
<thead>
<tr>
<th>Existing Surface</th>
<th>Area (SF)</th>
<th>Percentage of Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asphalt</td>
<td>21,860</td>
<td>15.6%</td>
</tr>
<tr>
<td>Pea Gravel</td>
<td>9,325</td>
<td>6.6%</td>
</tr>
<tr>
<td>Grass</td>
<td>32,775</td>
<td>23.3%</td>
</tr>
<tr>
<td>Concrete</td>
<td>20,665</td>
<td>14.7%</td>
</tr>
<tr>
<td>Building</td>
<td>35,175</td>
<td>25.1%</td>
</tr>
<tr>
<td>Misc. (walkways, landscaping)</td>
<td>20,500</td>
<td>14.7%</td>
</tr>
<tr>
<td>Total</td>
<td>140,400</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Program

- Field not large enough
- Need more elements for ECE and Primary
- Teatherball & 4 Square are the favorite elements

### Access - Circulation

- Too many entry points
- Swings cut off from Intermediate Area

### Materiality - Vegetation

- Pea Gravel is safety concern and messy
- Need more soft surface play areas
- Need more trees & shade

### Learning Elements

- Need more learning elements

### Topography - Drainage

- Several drainage issues
- 15' difference in elevation from SW corner to NE corner
Design Development Plan

Changes from Previous Design Development to Proposed:

Space
- The design development plan does not use space as efficiently as possible
- The new plan condenses the program and offers more cohesive circulation

Elements
- The previous plan included a multitude of learning and play elements, but they lacked cohesion, and appeared to be squeezed in randomly
- The new plan uses many of the same elements, but organizes them in a recognizable way

Budget
- The previous design was 110% over budget
- The new plan reorganized elements to potentially recycle existing site conditions
- It also changes materials to reduce cost

Design
- The previous design was based on Machu Picchu
- The proposed design is based on 4 seasons, elements, directions

School Comments
- Field not large enough
- Too many entry points
- Battlefield
- Sea
- Sun
- Fire
- Water
- Earth
- Shade Structure
- Planter
- Quiet Reading Area
- Basketball court
- Community Garden
- Habitat Area

Designer Comments
- Several drainage issues still unresolved
- Need a creative way to deal with difference in elevation
- Overall grading plan incomplete

Rebecca Silva - Learning Landscapes - December 3, 2009