

# TOP

INTERNATIONAL  
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## 国际顶级建筑盛典 | 学校 公共机构

北京佰林时代文化传媒有限公司 Archiwisdom Book | 编译



华中科技大学出版社

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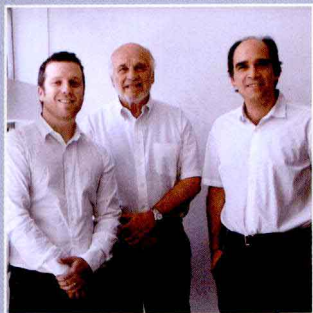
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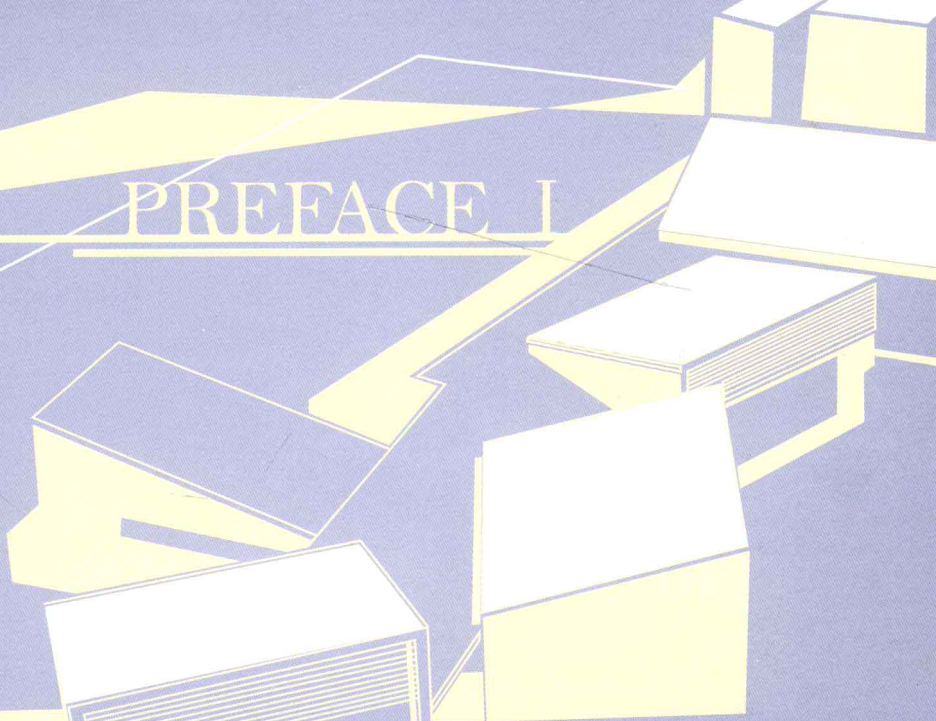


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# PREFACE I



## 【序 I】

由建筑场地与当地习俗的对话而激发产生的灵感孕育了现代的教育建筑、公共建筑及服务设施建筑，这些建筑同时也有“义务”增进建设项目与其环境之间的和谐关系。在建筑设计中，开口设计（如：入口、出口、门窗等）不仅承担着连接内部与外界的作用，且成为连接人们与居所、人们所处的空间与时间的关键元素。除此之外，开口的设计既具有必然性又具有奇特性，它们赋予了建筑可识别性。

在构思项目中，我们想要建造这样一座建筑物：它是解构的几何形体；在室外的某个地方，会有一堵可以供孩子们涂鸦的墙；有一个方便人们就座的阶梯；并且可能的话，可以在建筑周边种上一些树。

这样做的目的是为了实现在一种认同感：鼓励想象以及求知的欲望。

在建筑设计中，项目可以比喻成一只伸向开放空间的手，用手来表达并完成所有的设计元素，每一根手指代表着一栋建筑，而院落可以比喻成手指间的空隙。这种关联在某种程度上体现了业主与他们的父母、邻居之间的沟通方式，以及空间如何成为举办活动的首选之地，成为一个公众聚会娱乐的交流场所。

最后，更深层次地说，教育建筑、公共建筑及服务设施建筑的产生，就好像在圆形广场中，周围已建成建筑赋予未建成的空间的一种形式。在这里，我们需要寻找一个能平衡外界压力的内部空间；在这里，我们要和无知、愚昧作斗争，并且清楚地意识到知识的建立是全球化的一部分；在这里，每个人都会有一个空间并饱含着人类的友好以及对于未来的责任。

在我们看来，本书将这个比喻和其他的比喻融合在一起，在迈向新建筑方面更前进了一步。就像历史所经历过那样，它将促使我们建造一个新的、更美好的社会，使我们意识到建筑是对社会现状的反映。

Educational, institutional or service facilities architecture is inspired in the dialogue between the place and the institution, having also the “obligation” of increasing the relation between the building’s program and its environment. As a consequence and extra value for the project, the openings (access, exits, doors, windows, e.g.) assume the role of articulators between the inside and outside realities, curiosity and certainty, and above all of this they become the elements that connect us with our own place, our space and time, giving us our identity.

In some of our projects we have decided to build an architecture that is geometrically decomposed, some surrounding an exterior place, with a wall that can be painted by children, with an object – stair where you can seat in, with the possibility to incorporate to your senses the trees that are near the building.

All of this is done with the intention of giving an identity that encourages the imagination and the relations, the will of knowing and learning.

In other cases the project can be metaphorically understood as an open hand towards the open space, giving each finger the identity of a building, and courtyards as the empty space between the fingers, completing the hand with all of these elements. This association shows in some way the communication between the owner and their parents and neighbors, and also the (necessary) location of a gathering and recreational place for the community, as the initial place of any activity.

At the end, in the deepest layers, an educational, institutional or service facilities architecture is inspired in the metaphor of the round square, where the built surroundings gives form to the unbuilt void, searching for an interior world which balances the pressure of the outside, where we fight against ignorance and the knowledge is built but with a clear consciousness of being part of a globalized world, where everyone has a place and a responsibility with humankind, his wellness and his future.

In our understanding, this book has put together this and other metaphors, taking a step forward to a new architecture, that will allow us to build a new and better society, as its been happening through history, making us realize that architecture is a reflection of the society.

格宾斯建筑事务所

Victor Gubbins  
Gubbins Arquitectos





## 【序II】

### 儿童空间建筑的伦理

在实践中，人们常常容易忘记，空间的本质是由若干因素决定并赋予于每座建筑之中的，即对具体场地及其功能的深入理解，方案所要求的空间布局和对土地所蕴藏资本价值的清晰了解。所有关于上述因素的讨论应该始终展示给空间的真正主角——未来的居住者，这一点常常被人们忽视。

而这正是让我们理解在一个教育空间项目中建筑与教育之间的关系的节点。

教育关心的是给孩子提供自然需求。而在建筑中，这种目的被具象且狭义地定义为：为居住者提供容身之所。在童年时期，空间尤其关注照顾并满足孩子的需求，关注有形的和无形的构成建筑的元素的作用，比如外形、灯光、通过建筑周围环境对孩子的移情共感，成为感官经验学习的辅助教学手段。

由儿童与建筑环境的关系所引申，在建筑空间格局中也可以寻找到诸如：早期成长和学习所获得的经验，对周围世界的探索教学、学会共同玩耍和生活等的主要教学机会。

同样，在目前这种对建筑的探讨往往仅限于审美方面的大背景下，很难谈及建筑的伦理。

但如果实践的目标是尝试营造最优条件，从而建立一种如美国现代建筑大师路易斯康所指的“场所”感，那么谈论建筑的伦理是有可能的。在这情况下，我们就可以发现孩子们在童年的何种时期学会在由孤单一人在空间里生存、玩耍、观看、散步等种种经历中直至融入集体生活。

认清内部与外部的范围与界线，从阳光区到阴影区的变化，随着时光流逝房间的变化，观察空间是否有限的能力是发展儿童动觉及与住所建立移情关系的首要事项。

所有真正抓住这一重点的项目都被认为是建筑方面有影响力的实例，正如本书所呈现给大家的那样。

# PREFACE II

### Ethic of architecture in the space for childhood

It's often forgotten in the practice that the essence of the space is shaped in every building by several factors: deep comprehension of the specific site and its functional instances, as well as the spaces required by the program and a clear understanding of the capital values to be given. It is often overlooked that all discussions about the aforementioned factors should always be revealed to the true protagonist of the space, which is the future inhabitant.

This is the node that permits us to understand the relation between architecture and pedagogy in a project for educational spaces.

The pedagogy concerns the care of the child accommodates his natural purpose. In the architecture this purpose becomes a specific and particular declination of his general purpose to accommodate the inhabitants. In childhood, the special focus of the space is to care and cater to the needs of the child, about the use of tangible and intangible components that make up the architecture: the shape, the light, the matters become pedagogical support activities for sensory experiences through which the child makes an empathic relationship with the environment in the host.

Arising from this relation the early experiences of growth and knowledge: the education to explore the world around, the learning to play and live together, find in the space's host the main opportunities of educational opportunities.

It's equally difficult talk of ethics in architecture when, generally, the discussion around the architecture is nowadays purely aesthetic.

It's possible to talk of the ethics of architecture just if the aim of this practice tends to create the optimal conditions to establishing a sense of 'place' as Louis Kahn's meant. In childhood this condition we can discover whenever the child learns to live in the space, playing, watching, walking, in experience that by lonely becomes collective.

Recognize limits and borders between inside and outside, the change from light zone to twilight zone, the change of the room in the passage of time, the ability to see through the limit of the space or not are the first items to develop in the child the kinesthetic sensory and to establish an empathic relationship with the place.

All projects that truly capture this important aspect can be considered as potential examples of architecture as well as this book is show.





# FOREWORD

## 【前言】

本书共收录亚洲、美洲、欧洲包括诸多国家、地区（美国、英国、阿根廷、荷兰、葡萄牙、印度等）的47个最新建筑作品。所收集的作品风格迥异，设计独到，为世界各国顶级的新锐设计师最新力作。全书分为六大板块：学校、博物馆、艺术馆、科研所、文体中心、宗教建筑，其他。每个板块下有10~15个最新案例。每件作品由中英文设计理念阐释，实景照片以及平面图、立面图和部分工程图组成，参考性极强，代表了当今世界各个国家、地区的主流建筑风格及设计师卓越的设计水平。

本书由Archiwisdom Book工作室策划，联合北京佰林时代文化传媒有限公司共同编著，由华中科技大学出版社出版发行，是一本极佳的建筑实践参考读本，也是全球高端的反映公共建筑设计趋势的读物之一。

This book collects 47 of the latest architecture projects from many countries and areas (the USA, Britain, Argentina, Netherlands, Portugal, India etc). The collected projects with different styles, unique design are the world's top designer's latest masterpieces. The book includes six sections: School, Museum, Art Center, Science Institution, Sports and Cultural Center, Religious Architecture, Others. Each section has 10~15 projects. Every project is presented with design concept interpretation both in English and Chinese, real photos, plans, elevation drawings and some engineering drawings. With a high reference value, it represents the main architectural style as well as excellent design levels of designers in the world.

This book is planned by Archiwisdom Book studio, co-edited by Beijing Bailinshidai Culture & Media Co, Ltd., and published by Huazhong University of Science and Technology Press. It is very valuable for reference in architecture practice and also one of the high-end readings reflecting the trends of public architecture design.



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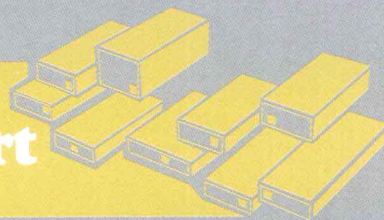
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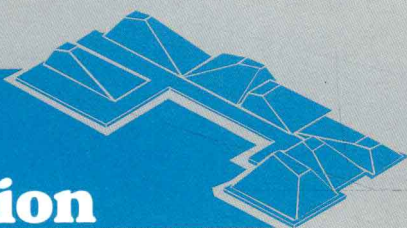
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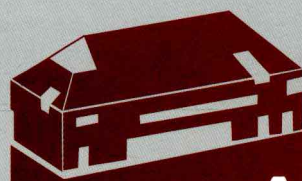
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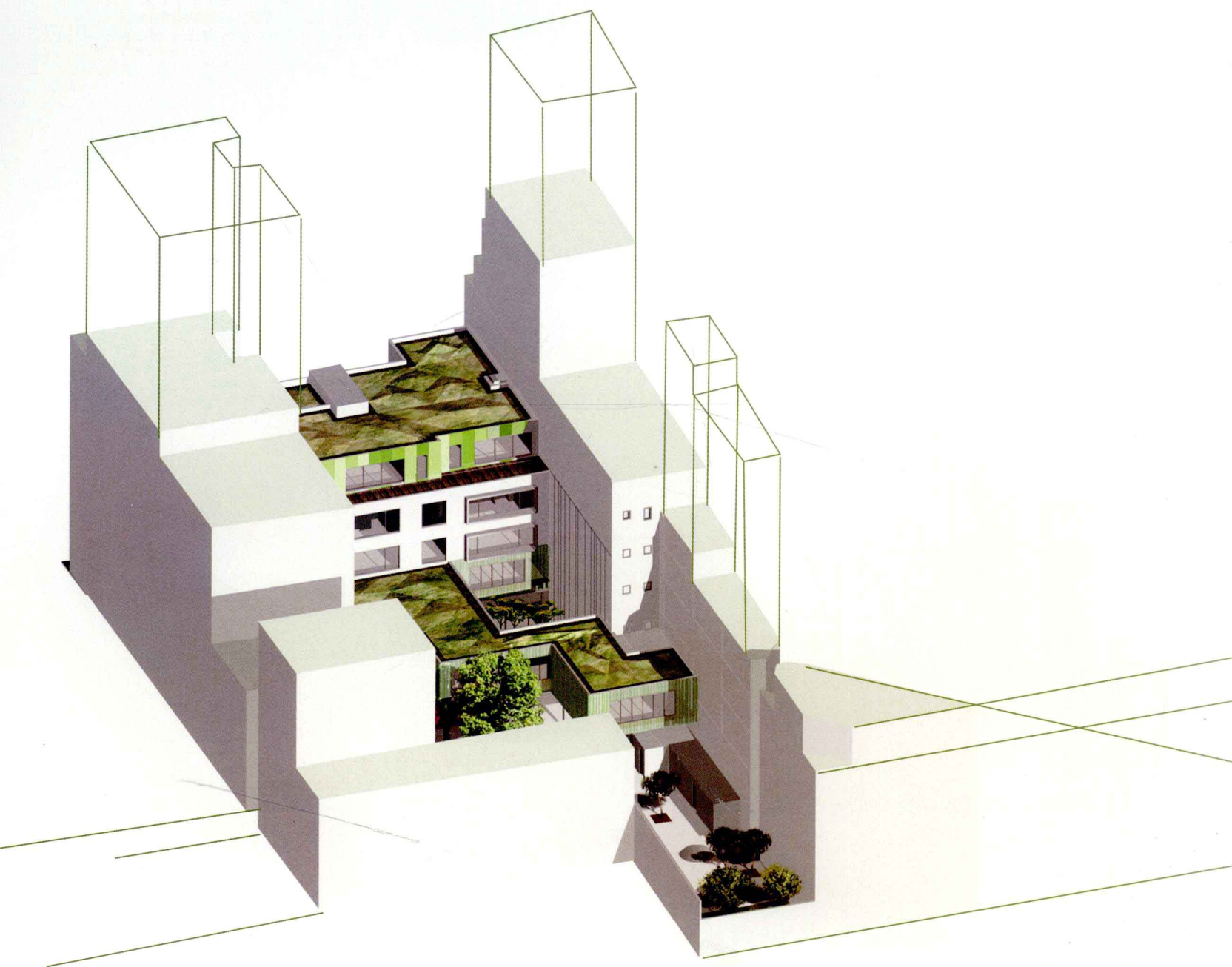
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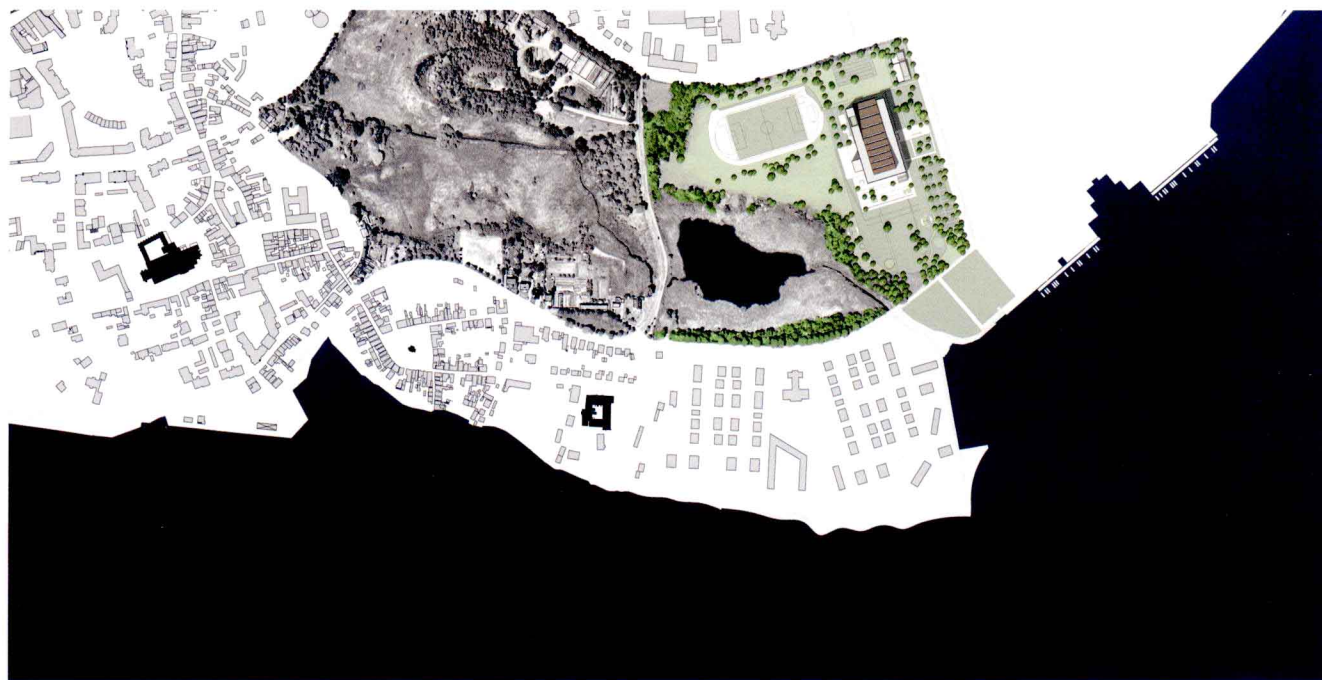
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学校

SCHOOL



# The AP Møller School, Schleswig



## 石勒苏益格 AP Møller 学校

**Company / 设计公司:** Arkitektfirmaet C. F. Møller

**Location / 地点:** Schleswig, Germany

**Build Area / 建筑面积:** 15,000 m<sup>2</sup>

**Landscape Design / 景观设计:** Kessler & Krämer  
Landschaftsarchitekten

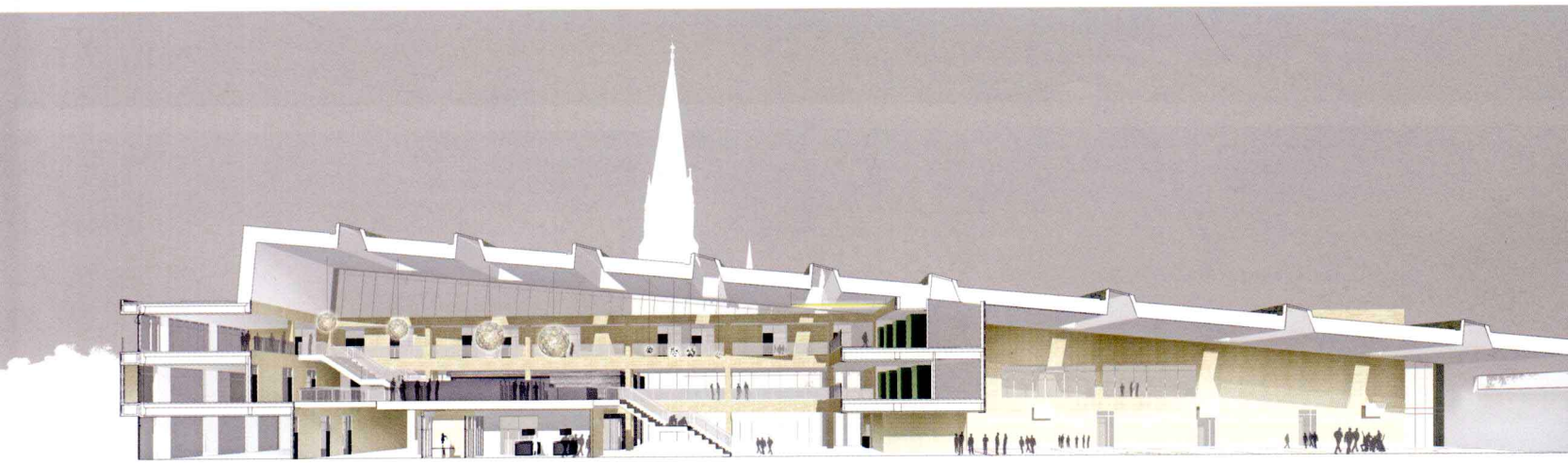
**Structure Engineer / 结构工程:** Rambøll A/S

**Constructional Engineer / 建筑施工:** Maersk  
Construction (project and construction management)

AP Møller学校是一所位于德国的丹麦学校，在这里孩子们可以一直学习到中学毕业。它由位于Schleswig省丹麦教育联盟AP Møller基金会资助建造，该基金会以募集资金建造了哥本哈根的丹麦新歌剧院而闻名。学校坐落于Schleswig，傍依大教堂和施莱湾的美景，项目的主旨意要设计一所外观简洁明快，融理想与现实、包容与个性于一身的学校。学校的规划布局既开放又紧凑，这种布置方式缩短了学科、教师、学生之间的物理和心理距离。整个建筑的设计语言简明通俗、外观轮廓清晰、侧面轮廓线鲜明，这座造型如雕塑般的砖结构建筑独立地矗立在绿茵中。

学校鼓励民主的教学方式，于是在整体规划中，建筑师努力营造一种开放式的教学氛围，不仅是教室内而且整个校园都极力营造一种独立学习、集中讨论、团队协作的教学环境。校园开阔而有秩序的内部空间为现代、民主的教学方式提供了多元化的教学环境。将传统的教室围绕会议大厅排列整合，这种空间布局既利于自由选择的教学形式，也能促进不同学科之间的深度融合，使师生双方都能受益。建筑主入口和大部分房间都可以欣赏到Holmer Noor自然保护区、Schleswig大教堂及其周围的优美景色。当人们逐渐进入建筑，城镇和周边自然的美景一一展现，而登临顶层便可观赏到Schlei湾的极致美景，将无限风光，尽收眼底。











The AP Møller School is a Danish school in Germany. The school, which consists of a co-educational school and a secondary school section, was a gift to the Danish School Association in South Schleswig from the AP Møller Foundation, which is probably best known for its financing of Denmark's new Opera House in Copenhagen. The aim of the project, located on a beautiful site in Schleswig with a view of the cathedral and the Schlei fjord, is to create a school which, in a straightforward manner, unites dreams and demands, community and individuality. This aspiration has been met with an open and dense school structure that secures short physical and psychological distances between the subjects, the teachers and the students. The school's architecture is simple and readable, with a clear form and a recognisable profile: a solitary, sculpturally-formed brick body on a wide green lawn.

Spaces which encourage democratic teaching. In the overall planning, efforts have been made to secure an open teaching structure in which not only the classrooms, but also the entire school provides a teaching environment for individual work, group work and plenary sessions. The school's interior openness and organisation provides a starting-point for modern, democratic teaching in a varied educational environment. By grouping the traditional classrooms around the assembly hall and the common functions, a simple basis has been created for daily freedom of choice in the form of teaching, as well as a high degree of interdisciplinary co-operation between the various subject groups, to the benefit of both students and teachers. The main entrance and common room are designed to provide a view of the nature reserve Holmer Noor and the profile of Schleswig, with the cathedral standing out as a fixed point in the landscape. On further movement through the building, new views continuously open up of the town and the natural surroundings, while the upper storeys offer a magnificent prospect of the entire Schlei fjord-landscape.

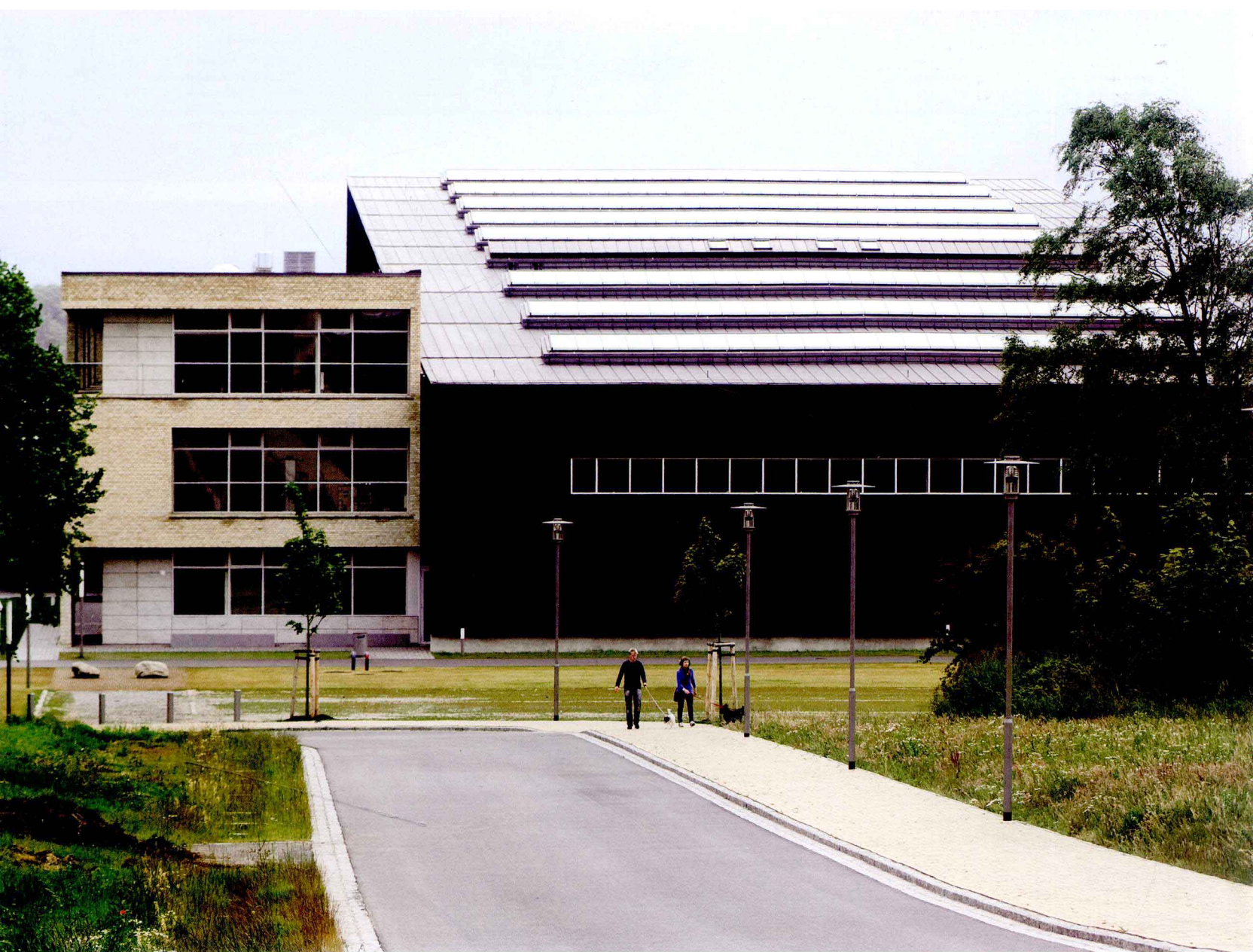
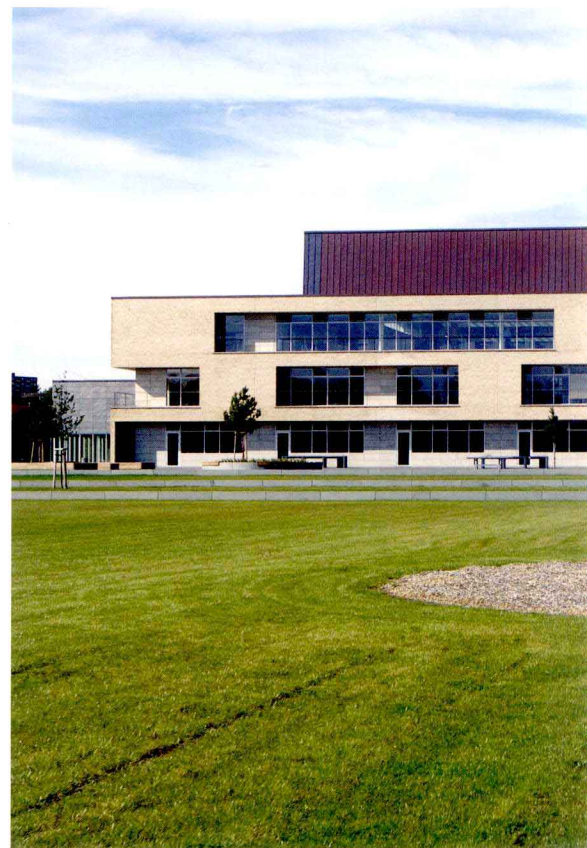


横剖面图 | cross section

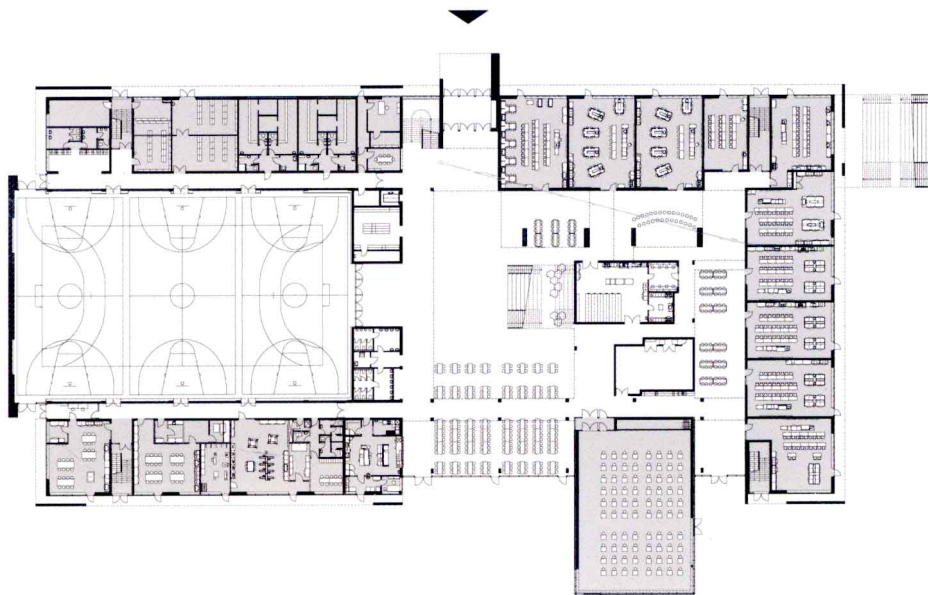
纵剖面图 | longitudinal section



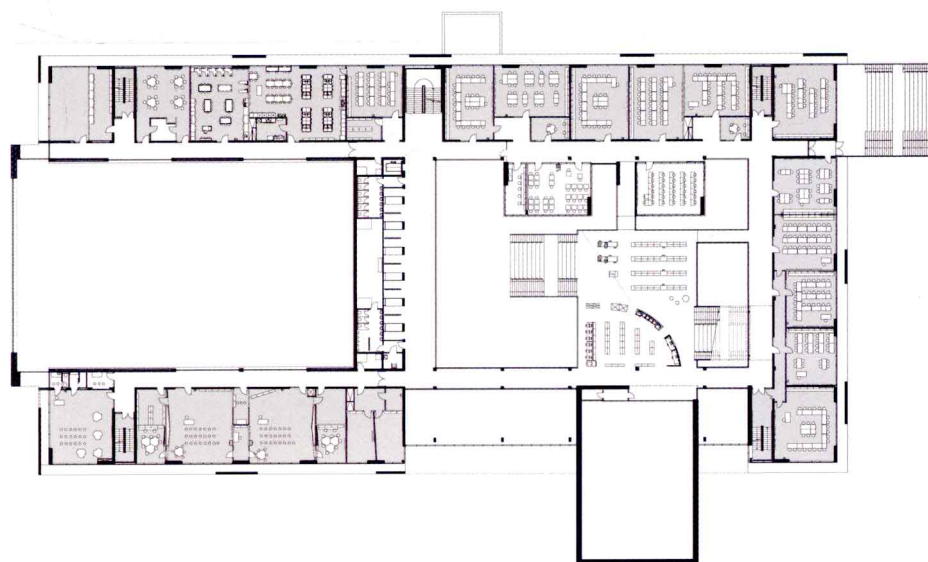








一层平面图 | first floor plan



二层平面图 | second floor plan



三层平面图 | third floor plan