

Primary and Secondary School Architecture

中小学校建筑设计

殷倩 编/译

EASTON AREA
MIDDLE SCHOOL

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图书在版编目 (CIP) 数据

中小学校建筑设计 / 殷倩编. -- 沈阳 :
辽宁科学技术出版社, 2013. 9

ISBN 978-7-5381-8254-5

I. ①中… II. ①殷… III. ①中小学—教育建筑—建筑设计—作品集—世界—现代 IV. ①TU244. 2

中国版本图书馆CIP数据核字 (2013) 第206210号

出版发行: 辽宁科学技术出版社

(地址: 沈阳市和平区十一纬路29号 邮编: 110003)

印刷者: 利丰雅高印刷(深圳)有限公司

经销者: 各地新华书店

幅面尺寸: 245mm×290mm

印 张: 17

插 页: 4

字 数: 40千字

出版时间: 2013年 9 月第 1 版

印刷时间: 2013年 9 月第 1 次印刷

责任编辑: 陈慈良

封面设计: 段娉婷

版式设计: 周 洁

责任校对: 周 文

书 号: ISBN 978-7-5381-8254-5

定 价: 320.00元

联系电话: 024-23284360

邮购热线: 024-23284502

E-mail: lnkjc@126.com

<http://www.lnkj.com.cn>

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Primary and Secondary School Architecture

中小学校建筑设计

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Sustainable Growing of Schools for the Future

Lovely playground, square and boring classrooms and poker-face teachers may be the main images flowing through our heads when we recall our schooling time. What we thought about is how to be the first one running to the playground and start break games. As for the school design quality, that is not the first attention for us, even not for our parents.

However, the school is the organisation where children are trained for the future. Most people grow up with the accompanying of the school, which is the initial public space for people to communicate with and may influent the whole life of a person and the development of a time. That child playing with his/her classmates is possible to be a leader, an artist or an architect in the future. Various professional training schools are set up to meet the demand of social development such as culinary schools, dance schools and language training schools, and become a main part of school design projects besides elementary and secondary schools. Therefore, the school designs (new construction, refurbishment, renovation or expansion) are crucial and concerned with natural environment, urbanisation and urban life, which bring new and more missions and responsibilities to school designs. Schools must be the organic part of the urban life, no longer to be a closed, even isolated place to their neighbours in a city. Modern school designs present three characters: quality-control is always first; sustainability is in; schools are the new centre of community residents' life.

Quality-control is always first

Quality reign has been built up gradually with the development of society, and unquestionably, it has become the key norm of school designs.

1 Space design quality-control under limited conditions

The social development brings the increase of population and urban expansion. A residential zone's development is often accompanied with the growth in school-age population, so new challenges for school administrators and architects are not simply new building space available to meet the demand of school-age children, but also look high and low for available spaces and improve facilities in an existing school to keep up with the competition for students. Effective and high-quality space design is the determinant element of school quality.

Designed by N+B Architectes, the restructuring and extension of the High School Paul Valéry (page 184 in the book) in Menton, France is "characterised by a strong duality". The exiguity of the available spaces for the extension, associated with a strict urbanistic regulations for the siting of the new buildings. This work on the relief admits a minimum of reorganisation of the programme to install the various buildings and organise spaces. Finally, "a microcosm offering a variety of landscapes" was created.



未来学校的可持续成长

当我们回想起自己童年那段校园时光，我们首先想到的可能是可爱的操场，中规中矩的教室，还有不那么可爱的老师。那时，我们关注的也许是如何在下课铃声一响第一个冲到操场上开始课间游戏，至于学校的空间设计是否舒适美观、科学实用都不是那时的我们和我们的父母们首先考虑的。

但是，学校毕竟是培养人才的社会组织，伴随人类成长的最初阶段，也是人类未来发展的基础和起点，甚至可以影响一个人的一生和一个时代的发展。也许那个正在和同学嬉闹的孩子会是未来的领导人、艺术家或者建筑师。除了中小学以外，为适应社会需求而产生的各类培训学校，如烹饪学校、舞蹈学校、语言培训中心，也是现今学校设计的一个主要组成部分。因此，学校的设计（新建或老建筑翻新、改建、扩建）至关重要，而自然环境、城市化进程和现代都市生活又赋予学校新的、更多的使命，学校需要真正融入城市生活，不再只是一个置身繁忙城市之外的安静的、孤立的所在。现代社会的学校设计主要呈现出三大特点：质量优先、可持续性理念日益受到关注以及学校逐渐成为当地社区的中心。

质量优先

对质量的要求，以及质量在学校设计中的支配作用是在人类社会的发展进程中逐渐建立起来的，毫无疑问，质量优先已成为学校设计的基本标准。

1.有限条件下的空间设计质量

城市发展进程突出体现在居住人口的增加及市区扩张。一定区域的人口增加到一定规模后，就需要建立新的、满足当地未来人口发展需要的学校。同样，原有城区的人口增加，也会对现有学校容纳学生数量产生新的要求。在寸土寸金的都市中，如何为学生创造更有效、更适应未来发展的学习设施，如何应对未来适龄学童增长需要，已不再是单纯增加新空间那么简单。此外，同一个城市各所学校之间也要凭借硬件设施参与生源竞争，因此，寻找和充分利用可用空间成为学校管理者和建筑师们的挑战，有效的空间设计是学校质量的决定因素。

由N+B建筑师团队设计完成的法国芒通保罗·瓦勒里高中重建和扩建项目（第184页）呈现出强烈的双重性。在严格的城市规划及建筑选址规定下，只有很小的空间可供扩建。此外，项目的资金来源依靠捐助，因此，只允许建筑师最低限度地重组项目，最终，建筑师们对有限的空间进行重新规划，在一个微观世界里容纳了多样的景观

相对于改建、扩建的项目，新建项目可以给建筑师更多的发挥空间，但是如何在经济节约、有效利用空间的前提下，对未来发展做充分的预见和准备，例如学生人数增加、学校扩建等也是建筑师面临的挑战之一。由格雷·帕克桑德设计的澳大利亚墨尔本埃平景观小学（第42页）是在最大一片自然保护区旁边开发出来的独立教学区域。整个项目是由一系列具有创新意义的、灵活的学习空间组成的，可以满足当地社区以及周边社区可能产生的增长变化需要。

2.空间设计的功能附加值

学校作为培养人才的组织，对人才的界定已从成绩衡量逐渐转变

New construction projects will provide architects with more opportunities to realise their ideas, comparing with renovation and expansion projects. However, how to foresee and prepare for future development with premise of realising economical and sufficient utilisation of space, for instance, the growth in future school-age population is one of the challenges for architects. Gray Puksand designed a primary school “around a series of culturally significant nature reserves”, and created an innovative, spacious and flexible learning spaces “that would enable the facility to adapt to the changing needs of the school community as it grew with the development of the surrounding community”.

2. Extra function value of space designs

Schools are the place where talents start their comprehensive education, and examination points are no longer the measure or decision factors of talents. More and more educators pay their attention to inspire students’ abilities of understanding, self-study and creativity, in order to train the student to get ready for unpredictable challenges. Therefore, traditional school facilities, such as classrooms, teacher offices and water closets cannot meet the requirement of new education system, and more functional spaces and facilities are required to improve the spaces’ functional value for ability training, in addition to traditional knowledges education. The establishment of good relationships between students, nature and society, the development of positive attitudes towards others and the future, and the obtention of the ability of understanding, appreciating and creating will happen in new and high-design-quality schools.



Architect Martin Lejarraga from Spain transformed Our Lady of the Rosary Public School (for more information, please see page 110) as a kind of jack-in-the-box, to collect fantasies and imagination, knowledge, dreams and colours.

西班牙建筑师马丁·雷哈拉格将西班牙托雷帕切科玫瑰园圣母小学（第110页）打造成一个“一开启就有奇异小人跳出来的玩具盒”，集中了奇妙的事物、幻想、知识、梦与色彩。



The corridor in Lynnwood High School (page 240 in this book, designed by Bassetti Architects) is also the gallery of the school.

巴塞蒂建筑师团队设计的林恩伍德中学（第240页）走廊，同时也是学校的画廊

到注重学生感悟力、自主学习能力和创新能力的培养，目的是使学生们能在未来独立应对各种未知的挑战。因此，传统的教学设施，如教室、教师办公室、卫生间等已经不能满足这一需求，更多的活动空间与设施的设立，将为学生们提供理论知识以外的、更难能可贵的能力培养空间。学生对自然和社会的认知、对他人、对未来的良好互动关系的建立，对艺术和文化的感悟、鉴赏与创新能力的培养都将在新型的、更高质量的学校空间完成。

可持续性未来

可持续性21世纪最IN的潮流，学校设计的各个部分都涉及了可持续性——另一个建筑设计标准，包括材料运用、采光照明、能源节约和建筑整体的灵活性，以保证整个学校的设施实现“高使用寿命、低维护需要”，为更多代人服务，这也是世界各国普遍坚持和追求的建筑原则。

学校设计中对教学空间的设计建造首先要考虑的是采光与材料的环保性，确保室内的空气质量与照明效果，这是师生们能长时间在此开展教学活动的基础，一个舒适、健康的学习环境也是学生家长和社会对学校质量的监督要素。

克拉克-霍普金斯-克拉克对澳大利亚艾森小学（第70页）原有设施的设计改造融入了可持续教育理论和方法，打造出健康可居住的空间，保证冬季光照和自然热能进入室内，项目所有木料和合成木材产品均是回收再利用的，或者具有森林管理委员会（FSC）认证。同样，远在美国科罗拉多州的阿斯彭中学（第148页）在来自Studio B 的建筑师的设计下，在任何可能的地方都采用了可持续性材料，这一系列方案组成了最高效能的建筑，也使这所学校成为科罗拉多州首个获得LEED金牌证书的建筑。让我们再回到澳大利亚。来自NOW建筑师团队2011年设计建成的亚肯丹达小学(第48页)更是将环保与可持续性发展的理念从建筑材料的运用扩展到学生的教育中。设计者在设计中同时考虑了环境的利与弊。将空间原料应用降到最低，整合了水存储、被动制冷、自然光线和通风系统，降低了能耗，并让学生们时刻想到保护自己生存的环境。

可持续性的另一体现是项目的成本。对原有设施进行翻新改造是绝大多数人认可的低成本方式，同时，建筑的使用者也乐于在一个曾经熟悉的结构里体会新的变化，而不是去适应一个全新的环境。来自社会和公众对项目成本的监督也使翻新、改造项目成为争议最小的投资项目，尤其是学校的翻新、改造项目。罗斯·巴内建筑事务所将美国费城一处建于18世纪的老建筑改造成一栋四层、可容纳646名学生的新小学（第20页），在拥挤的都市中，这所学校以一流的可持续设计获得LEED金牌认证。当然，完全新建的项目也有亮眼的表现。由C+S ASSOCIATI设计打造的、全新的意大利庞萨诺小学（第34页）采用了绿色屋顶和光电板、自然通风、建筑自动化系统等设备，建造成本包括家具在内，每平方米造价为1030欧元，达到了意大利法律规定的A+级标准。

社区的中心——学校的又一个社会价值

现代繁忙拥挤的都市生活使人际交往日渐疏远、人际关系变得敏感紧张。学校作为一定居住人口区域的必备公共设施，已逐渐从封闭、孤立走向开放，逐渐融入当地社区生活，成为社区居民新的聚集场所。而令人惊喜的是，有些人担忧的开放校园会威胁学



Doors and floors in Munkegård School (page 76), designed by Dorte Mandrup Arkitekter, reproduced Arne Jacobsen's wallpaper. These designs provide spaces of arts and imaginations to all the students. 多特·曼杜普建筑事务所设计的芒科戈中小学（第76页）的卫生间设计优美曼妙，重现了阿恩·雅各布森的墙画

Sustainable future

Sustainability is the most in trend in the 21st century, and it involves all the aspects of school design. Sustainability has become another norm of school design, including material selection, daylighting, energy conservation and overall building flexibility, in order to realise “longer service life, but lower maintenance expanses and times” for serving generation to generation. That is the basic aim and architectural principle for all countries to insist and pursue.

The first consideration of sustainable school design is daylighting and eco-materials. Good lighting effect and air quality are the basic element that ensures students and teachers staying in the space for a longer time to carry on learning activities. A healthy and comfortable learning space is what those parents and the whole society supervise and pay more attention to.

Clarke Hopkins Clarke integrated sustainable education concept and methods to design Eltham Primary School in Australia. They created “healthy habitable spaces and minimise environmental impact” – “provide shading to the building during summer and enable light and warmth to enter the building during winter. All timber and composite timber products were re-used timber, recycled timber or plantation/regrowth timber with Forest Stewardship Council (FSC) or PFC certification” (more information is available on page 70). Aspen Middle School in Colorado, USA, designed by Studio B Architecture is also a sustainable school. Wherever possible, sustainable materials are incorporated into the design. Those sustainable strategies have resulted in the most energy-efficient building on the school campus. The Aspen Middle School received LEED Gold Certification in October 2008 from the US Green Building Council and is the first in the State of Colorado. Let's return to Australia. NOWarchitecture completed Yackandandah Primary School in 2011, and the architects extend the application of eco and sustainable concept from materials, design methods to students' education. This design “considers its environmental benefit and impact. Its efficient structure minimises the use of raw materials, while integrated water storage, passive cooling, natural light and ventilation reduce energy consumption and contribute to student awareness of their environment”.

Another reason of promoting sustainability is cost. The most acceptable way of lower cost is renovating, and the users of the building would be willing to stay in a familiar space, but not a new structure needing them to get used to gradually. The public's supervision to public project budget also makes renovation project, especially a school project being with the least argument. Ross Barney Architects reorganised an old building of 1900s into a new school for 646 students. In crowded Philadelphia, its outstanding sustainable features won LEED Gold for the school (see more information on page 20). It's definitely yes that new structures also have excellent sustainable design. C+S ASSOCIATI designed a completely new primary school in Italy (page 34). Series strategies including a green roof, geothermal heating, natural ventilation chimneys, building automation system and the like make the project correspond to “Class A+ of Italian law with a building cost of 1,030 Euros per square metre including furniture”.

生安全的问题并没有出现。合理的错时时间安排与空间设计，反而更能增强校园夜间及假期期间的安全性。学校的体育馆、自助餐厅、礼堂等设施成为当地居民和学生家长在工作之余交流集会的场所，这也是学校对社会投资的一种新的、直观的回。

Div.A建筑师团队设计的挪威汉德森学校（第134页）是挪威第一所向学生提供热午餐的学校，并且每周会有几天晚上学校餐厅同时向当地社区民众开放，因为提供了便利服务，这里也是那些每天工作并且需要接送孩子的父母们最喜欢的地方。学校的户外滑板、篮球、排球等运动场地向每一个人开放。巴塞蒂建筑师团队设计的林恩伍德中学（第240页）的中心区域——“艾格勒”是学生、教职员工、社区民众集会、与朋友会面、共进午餐、赏花、品尝开胃小点心的地方。该校的校长认为，学生们因为这一开放的空间，得以互相交流、聚集，因为可以互相看见，所以形成了健康、向上的校园环境。

学校设计不再是一个简单的、在一个规矩的建筑体量中严肃地划分教室、办公区、卫生间的项目。建筑师们面对的是一个新的生态时代——一个可持续性与自然、人本回归的时代。各国新的教育模式均关注了学生的能力培养和未来可持续性。人与自然、人与社会、人与人之间的互动将决定人类社会未来能否持续健康发展，在关注高质量和环保的同时，学校项目也需要增加新的社会意义——回馈社会、做未来可持续发展的风向标。

本书甄选了遍布世界各地的42个学校设计项目，涵盖幼儿园、中小学及专业培训学校，邀您一同分享。



Ponzano Primary School's green roof (more information is available on page 34)

庞萨诺小学的绿色屋顶及通风口（更多项目信息，请见第34页）

Community's centre – school's another value for society

Modern but busy urban life makes people gradually isolate with other persons, and become sensitive and nervous. School as the necessary public building in a residential zone – community, has gradually opened its gate to its neighbours and become a new place where the community residents gather for social life. More surprising to all of us, the safe problem that some people worried about after opening school facilities to the public has not appeared. On the contrary, reasonable time arrangement and space design enhance the safety of school campus in nights and vacations. School facilities, such as gym, café, and auditorium become the place where local residents and parents gather to communicate with each other after work. That is also a new and direct feedback of public schools to the public and society.

Designed by Div.A Arkitekter, Hundsund School & Community Centre (page 134) in Norway is the first school that serves a hot lunch in Norway. The school café is also open to the local community in the evenings several days a week, so it has become the favourite place of working parents in Norway who have to bring and pick up children from the nursery school. “The school's outdoor areas including areas for skateboards, basketball, volleyball, etc. are open all week for the use of everyone.” Lynnwood High School, designed by Bassetti Architects has a school centre – “Agora”; “it's where students, staff and community gather to socialise with friends, eat lunch, admire fresh bouquets from the Floral Shop or smell appetisers baking in the Food Lab” (page 240). The school Principal thought that the students can all see each other and be together in this open place, so the school environment is excellent with fewer problems.



Lynnwood High School, details are available on page 240

林恩伍德中学，详见第240页

School design is no longer a simple project in which architects just divide classrooms, offices and water closets. Architects are in a new eco time - a time of sustainability and nature and humanity returning. Most countries pay more attention to students' ability training and future sustainability. The interaction of human and nature, human and society, human with each other will define the development of the future. School projects should also improve its social value - feedback to society and to be the sample of future's sustainable development.

We selected 42 school designs by world architects and interior designers, including primary and secondary schools and professional training schools. Let us invite you to enjoy these wonderful works.

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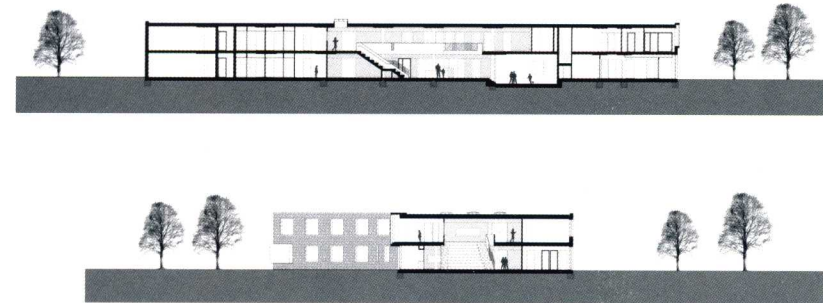
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沙特卡莫小学及幼托中心

De Schatkamer –Primary School and Child Care Centre

Designer: Bekkering Adams Architecten **Location:** Zwolle, The Netherlands **Completion date:** 2010
Photos©: Digidaan (DD) **Floor area:** 3,200 square metres

设计者：伯克英-亚当斯建筑师事务所 项目所在地：荷兰，兹沃勒 建成时间：2010年 图片提供：迪吉丹（DD）
 建筑面积：3200平方米



The primary school 'De Schatkamer' is located in the district Stadshagen in Zwolle, and is bounded by the Belvederelaan, the Wildwalstraat and a rail track. On the site is a series of magnificent oak trees. The building follows the contours of the land in a kind of bow shape, so that the historic oak trees could be maintained.

The programme consists of a primary school in two layers for approx. 500 pupils. The school is set up according to the educational concept for a new way of learning, called “natural learning”. Also located in the building is a children's centre with nursery, kindergarten and after school care on the ground floor.

The school is divided into five units, surrounding a central hall. The big stairs in the central hall can also function as a theatre. Around the hall several special functions are located, such as kitchen, playroom and meeting rooms, so that the space can be used in many ways and is the beating heart of the school. Roof lights and windows ensure that the hall is filled with light. Through the adjacent rooms the surroundings can be seen, and specifically the view to majestic oak trees brings nature into the building.

From the central hall, all units can be reached, and views through the hall ensure a spatial and transparent appearance. The units each have a quiet area with computer workstations and areas for quiet work and a busy area where a workshop space, atelier and kinder-cafe are located. The ambiguous form of the building and the orientation within the building ensures each unit has its own quality and identity, which is further reinforced by differentiation in material and colour.

Every unit has its own colour scheme with bright fresh colours, which gives the space its own character and identity. Specially designed interior elements are incorporated in the building, for sitting, playing and storage. Custom-made low windows make it possible for even the smallest children to have a look through the building, a glance through their learning landscape.

沙特卡莫小学位于兹沃勒的Stadshagen区，以Belvederelaan, Wildwalstraat和火车轨道为界。学校所在地块上有一排高大的橡树，学校建筑沿地块的轮廓形成碗状，这样一来，那些年代久远的橡树就得以保留。该项目包括一个两层高的小学建筑，可容纳约500名学生。这所学校是根据新教学理念——“自然教育”——成立的。在这栋建筑的第一层中还包含一个含有托儿所、幼儿园和课后看护的儿童中心。学校沿中央大厅被分成5个单元。中央大厅的宽大的楼梯也可以用作学校的剧场。沿着中央大厅，设立了几个专门用途的空间，例如厨房、游戏室和会面室，如此一来，空间的用途变得多样化，成为学校的核心地带。大厅的顶灯和窗户保证大厅内的充足照明需要，透过临近的房间，可以看到建筑周围的橡树带来的自然美景。

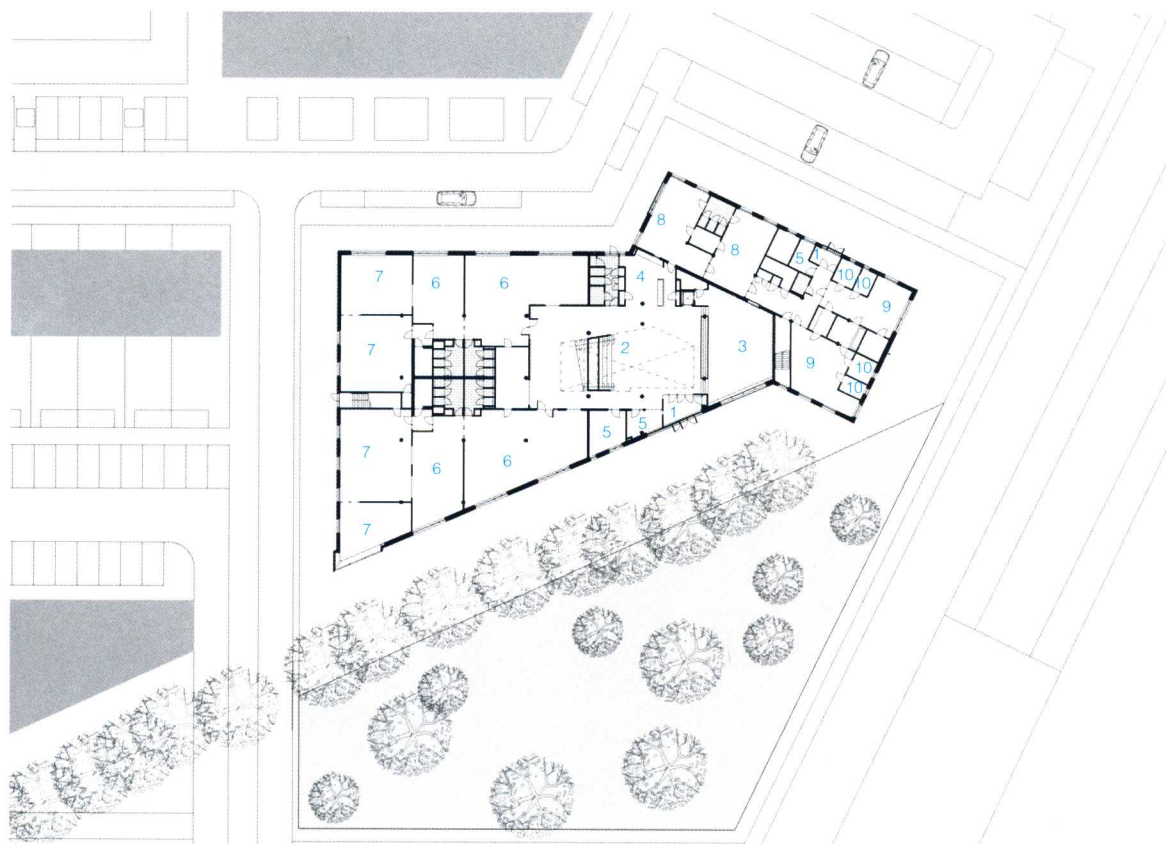
从中央大厅可以到达所有的单元，并且视线在中央大厅是通透无阻的。每一个单元都配备了计算机站和适合安静学习的区域，此外还有繁忙的、学生们常去的画室和迷你食品吧。通过不同的材料和色彩的运用，建筑外部模糊的结构模式和内部的清晰规划使每个单元都有其自己的特质和特性。每一个单元都有其明快的色彩主题，使空间各具特色。特别设计的室内元素，无论是座椅、游戏、储藏，都在建筑中合为一体。特别定制的、低矮的窗体使个头最矮的孩子也能看到周围的景色。

1. Outside view from the side of the Wildwal Street
2. Outside view of the entry side of the building
3. Outside view from the playground side
4. Outside view from the side of the Wildwal Street

1. 从韦德沃街一侧看到的建筑外观
2. 建筑入口一侧外观
3. 从学校操场一侧看到的建筑外观
4. 从韦德沃街一侧看到的建筑外观







1. Entry
2. Central hall/theatre hall
3. Play-hall
4. Children's cooking area
5. Office
6. Classroom, unit room
7. Study room
8. Children's centre playroom
9. Kindergarten
10. Sleeping-room
1. 入口
2. 中央大厅/礼堂大厅
3. 比赛厅
4. 儿童烹饪区
5. 办公室
6. 教室、个体空间
7. 自习室/研究室
8. 儿童中心的娱乐室
9. 幼儿园
10. 午睡室



1. Entrance area and schoolyard

1. 入口区和校园

2. View to the playroom connected to the central hall

2. 游乐室与中央大厅相连

