

CONTEMPORARY ARCHITECTURE IN CHINA

中国当代建筑大系

学校

SCHOOL  
BUILDINGS

覃力/编 李婵/译

Edited by QIN Li

Translated by Katy Lee



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*"Contemporary Architecture in China"* is a book series aiming to introduce outstanding Chinese architecture to the world. This volume covers projects of school buildings, including campuses for universities and colleges, middle schools, and primary schools. Many of them are masterpieces that have received high praises internationally.

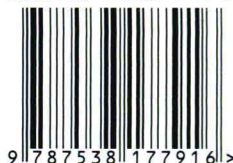
Schools are places for education. Many schools in China have their own cultures and spirits accumulated during a long history, which should be embodied in their architecture. Thanks to advanced construction technologies, school buildings are more likely to demonstrate cultural or regional characteristics freely. They provide better conditions for modern teaching and learning, achieving a balance between architecture and environment, form and function, tradition and innovation. With avant-garde contemporary architecture, these schools in China maintain their vigour and vitality. We are honoured to present them to the world, not only for architecture profession, but also for cultural communication.

《中国当代建筑大系——学校》包含了中国当代著名建筑师在中国境内设计建成的著名学校建筑，这些建筑中有许多在世界上已经享有盛名，得到了世界同行及相关专业人士的充分肯定。

学校是人们接受教育的场所，是留存、传承、创造文化的基地。学校建筑的设计建造，既展现了学校的历史和文化，又尊重建筑科学的客观规律、创造性地利用特有的文化和地域优势，更在建设中转译了建筑的文化内涵。这些出色的校园建筑作品，既适应了现代教学的需要，塑造体现时代气息的内外空间，又能表达高品位的文化和学术气氛；在建筑与环境、形式与功能、继承与创新等关系方面，既传承历史文脉，又焕发出了新的生命力。在此，我们把这些优秀的建筑作品整理、编辑成为图书产品推向世界，为中外设计师经验交流提供一个窗口；为中国文化对外传播创造又一渠道。

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# FOREWORD

In the recent ten years in China, with the nationwide strategy of “invigorating the country through science, technology and education”, the implementation of compulsory education, and the rapid development of economy, educational architecture including universities, colleges, middle schools and primary schools has been growing at an unprecedented pace. Such fast development of educational architecture is rare in China and even in the world, in terms of both construction scale and speed. Thanks to the enthusiastic construction, school facilities are greatly improved for better educational environments, and architects get more opportunities to produce good architecture.

Many of the recently-completed school buildings are designed with innovative concepts. Generally speaking, nowadays when land resources become increasingly limited and construction sites grow larger and larger, architecture integration has become a trend, especially in educational contexts. In many schools and campuses, integrated complexes have been built with vertical and horizontal organisation of spaces to achieve a high efficiency in space utilization. Various programmes are densely organised. Furthermore, new spaces that are rarely seen in traditional schools are added, such as lounges, restaurants, gathering and activity spaces. In this way, not only land resources are better utilised, but also school space becomes much more diversified and school life more interesting and lively.

From the perspective of architectural design, in the educational architecture built in recent years, compared with those built before the policy of “reform and opening-up”, architects paid more attention to breaking up conventions in school design. School buildings used to have isolated and closed spaces, but now architects would like

to build open spaces to stimulate interactive teaching, with more spaces for sharing and communication among students and teachers. Undoubtedly, the most attractive thing in school life for students is various activities. Therefore, architects should spare no effort in creating satisfying activity spaces, which not only are important for students to enjoy a diversified and interesting school life, but also give unique identity to a school.

While architects have reached an agreement on the significance of diversity and identity for educational architecture, however, we still observed the stereotypes of school building recurring. Simple replication of conventional school architecture still happens, and on the contrary, some schools go to extremes in seeking magnificent architecture regardless of cost. They prefer rigid axes, large plazas and luxurious appearances. Actually, we believe school spaces should be humanistic, and full of vigour instead of magnificence or luxury. In school architecture we should pay attention to culture rather than dignity or authority. School buildings should set good examples in being resource-saving and avoid fervent craving for greatness in building scale or appearance.

By contrast, many middle and primary schools in remote areas as well as hope schools in poverty-stricken areas have set good examples for educational architecture. Local materials and techniques are applied to reduce cost. Modern design approaches and traditional construction skills are perfectly combined, producing new unique contemporary school buildings. In these buildings we find that teaching and learning spaces can be quite interesting, and even fascinating! Thus we foresee a promising future for educational architecture in China, which would be full of joy, diversity, and vitality.

QIN Li  
July 10th, 2012

近十余年来，伴随着科教兴国战略决策的确立、义务教育的普及和经济建设的飞速发展，我国的大学和中、小学等教育建筑，正在经历着跨越式的急速增长，校园建筑的建设规模和建设速度，在我国教育建筑的发展史上都是空前的，就是在世界范围内，恐怕也很难找到类似的情况。这一校园建筑的建设热潮，既有效地弥补了各级教学设施的不足，改善了教学设施的完备程度，使校园建筑等硬件水平得到了大幅度地提升，同时，也为建筑创作提供了难得的契机，孕育出一大批高水准的设计作品。

许多近几年落成的校园建筑，在设计理念上都有所创新。从宏观上来讲，在土地日趋紧张，建筑规模不断增大的情况下，为了提高校园建筑的使用效率，空间的集约化和功能组织的综合化，已经成为新一代校园建筑的发展趋向。很多校园规划均以相对密集的结构，形成集约化的建筑布局，从水平和垂直两个维度上，立体化地将空间进行整合。在传统的教学空间中，融入了更多的休闲、餐饮、集会、活动等生活功能，不但使校园空间更为丰富，土地资源的利用更加合理，而且，还使得校园生活的品质得到了有效地提高。

从建筑设计的层面来看，近年来设计的教育建筑与改革开放之前相比，不论是大学还是中、小学，建筑师们都普遍致力于通过打破孤立、封闭的空间状态，营造开放、互动的教学环境，创造交往、共享空间等

方式，来促进教师与学生、学生与学生之间的相互交流和沟通。自然，对于学校建筑来说，校园中最有活力的就是学生们的各种活动。因此，为了适应这些活动的需要，就必然要在校园建筑的设计中，创造多样化的公共活动场所，从而使校园空间能够丰富于变化，能够更加有趣，同时，学校建筑的个性也因此而越加突出。

但是，在这种多样化、个性化得到大家认可的同时，我们也看到了当今的校园建设中，还存在着某些程式化和快餐式的东拼西凑的现象。甚至，某些校园更是不计成本地追求恢弘气派与森严秩序，轰轰烈烈地去建造那些壮观却缺乏生气，过于严整刻板的大轴线、大广场和奢华的建筑外观。其实，校园环境是最具有青春活力的地方，所以，校园建筑就更应该强调文化氛围，更应该平易近人和人性化，而决不是尊贵权威或者霸气。教育建筑必须要率先做到减少资源浪费，避免好大喜功和过分地追求外在形象。

与之相对，许多偏远地区建设的中、小学，贫困地区建设的希望学校，却为我们树立了很好的榜样。一些学校为了降低造价，采用了当地的材料、技术，以现代的设计方式和传统的建造方法设计建造出了很有特色、又兼具时代特征的校园建筑。这让我们看到了希望，看到了时代的进步，看到了教学空间的形制也是非常有趣的，也是可以异想天开的！是充满了快乐与活力的！是丰富多彩的！

覃力  
2012年7月10日

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# CHINA ACADEMY OF ART, XIANGSHAN CAMPUS

## Hangzhou, Zhejiang Province

### WANG Shu, LU Wenyu/The Amateur Architecture Studio, Contemporary Architecture Creation Study Centre, China Academy of Art

中国美术学院象山校区

浙江省 杭州市

王澍, 陆文宇 / 业余建筑工作室, 中国美术学院当代建筑研究中心

**Area:** Phase I Project 70,000m<sup>2</sup>, Phase II Project 78,000m<sup>2</sup>

**Design/Completion Time:** Phase I Project 2001/2004,  
Phase II Project 2004/2007

**Architect:** WANG Shu & LU Wenyu / The Amateur Architecture Studio &  
Contemporary Architecture Creation Study Centre, China Academy of Art

**Photographer:** LV Hengzhong

**Client:** China Academy of Art

**面积:** 一期工程70000平方米, 二期工程78000平方米

**设计/建成时间:** 一期工程2001年/2004年, 二期工程2004年/2007年

**建筑设计:** 王澍, 陆文宇/业余建筑工作室, 中国美术学院当代建筑研究中心

**设计团队:** 华黎

**摄影师:** 吕恒中

**业主:** 中国美术学院

The new campus of China Academy of Art is located around Xiangshan Mountain, Hangzhou. The master plan of its phase I project is a morphological simulation of the natural relationships between mountains. Ten building units imply the trend of the mountains, which is obviously in association with the former villages on the site. Phase I project, which was designed in 2001 and completed in 2004, is occupied by the Public Art Institute, the Media and Animation Institute, library and gymnasium.

The Xiangshan Campus, which is generally in a mixed pattern of traditional academy and learning garden, embraces various styles of structure: the cloister like the one in an abbey gleaming behind the window on the lofty fir-slab wall, a combination structure of the Renaissance master's workshop and the modern studio, Bauhaus's workshop, as the symbol of elementary education on modern art, structured as an enclosed pedestal for all building units, and even the scattered and disordered site like the practice ground in Buddhist Cave Temples. All of this, finally joined in the recall and emotion of changeable landscape, displays the parallel gesture to the landscape around. The concealed bearing of the site shows the vivid declaration of the campus education quality and survival environment. The building in the site trends to hide itself, as a metaphor which the art education hiding behind the landscape after contributing itself.

The Xiangshan Phase I project is partitioned by courtyards with openings facing the mountain in different angles and the site where it locates. The angles, openings and locations are precisely defined. Based on the partition, the form and the detail of the units are made accordingly to interpret the relationship between the site and the scene. The phase II project at the south of the Xiangshan hill was designed in 2004 and completed in 2007, which consists of ten large buildings and two small ones. It contains the School of Architectural Art, the School of Design, art gallery, gymnasium,

students' residential building and dining hall. The new buildings are all arranged at the margin of the ground, which is in the same direction as the hill stretches and similar with the local traditional buildings. Between the buildings and the hill, a large space is vacated, in which the original farm, river and pound are preserved. The form of each architecture changes naturally along with the undulation of Xiangshan hill.

In the campus, the building plans look like something arranged by accident; space feels like vacant or compact, public or private; two elevations may be far from each other in one building; all of this compose a series of locations which are waiting for some events to happen quickly. There is no strict structure, but the real life will be easily live here. This is the understanding to the traditional Chinese garden, which is especially expressed in the phase II project at the south of Xiangshan. The same as phase I project, the land beside which buildings and roads stand is released to the farmers, to plant crops. Land tax will not be charged. A 200-metre-long water channel connects the river and runs across the campus, which is not only regarded as a landscape, but also supplies the field and the pond with water.

The architectural structure consists of concrete with steel-bar frame, steel in some parts, and brick walls, which are common in local area. By using a lot of low-cost recycled bricks and tiles, and taking full advantage of local handcraft construction, the local masonry of multi-size bricks and the modern architectural technique are integrated, which creates a thick wall system that is thermally insulated. Besides, it not only saves the resources, but also makes great impact on the ecological consciousness of teachers and students. Like the phase I, the phase II project at the south of Xiangshan, takes a period of 14 months, when The Amateur Architecture Studio are working in the process. Many problems, which come from the handwork during construction process, were solved by working at the location.



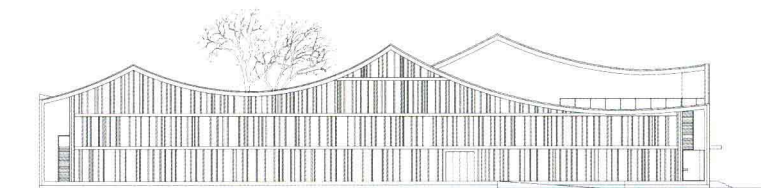


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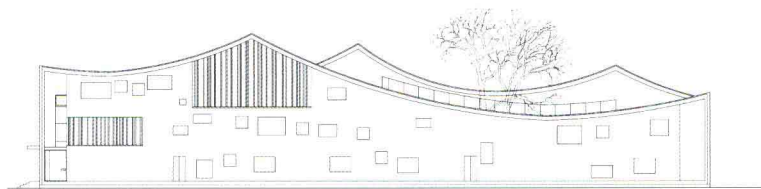




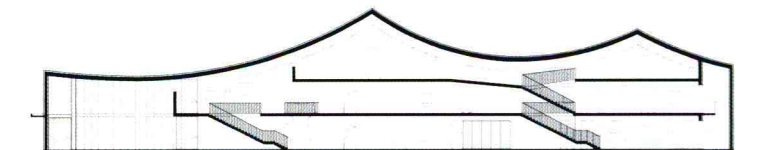
East Elevation 东立面图



West Elevation 西立面图



South Elevation 南立面图



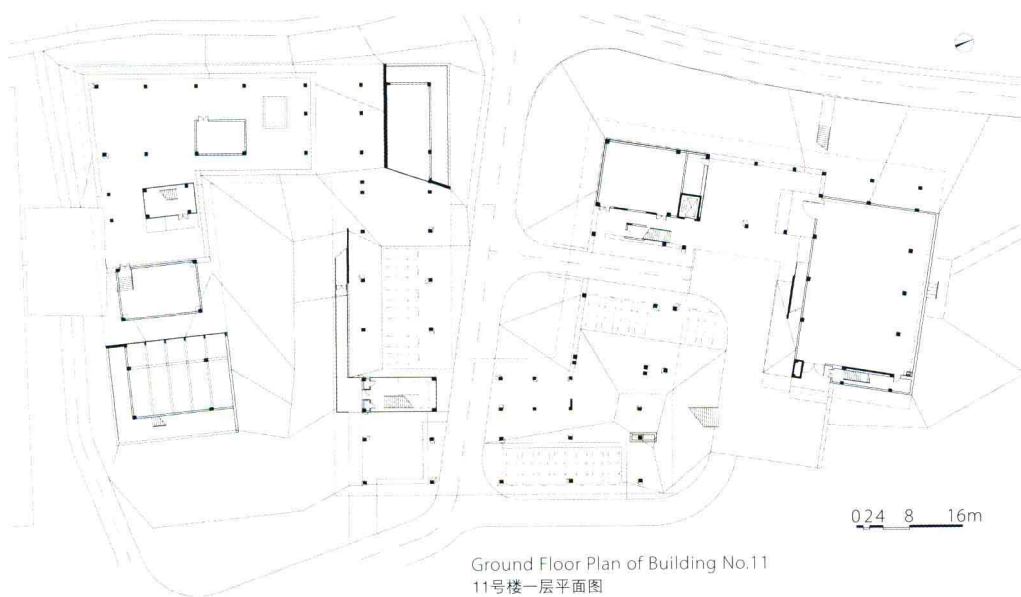
North Elevation 北立面图

0 2 4 8m





1. Courtyard of Building No.18
2. Perspective view of Building No.14
1. 18号楼庭院
2. 14号楼全景

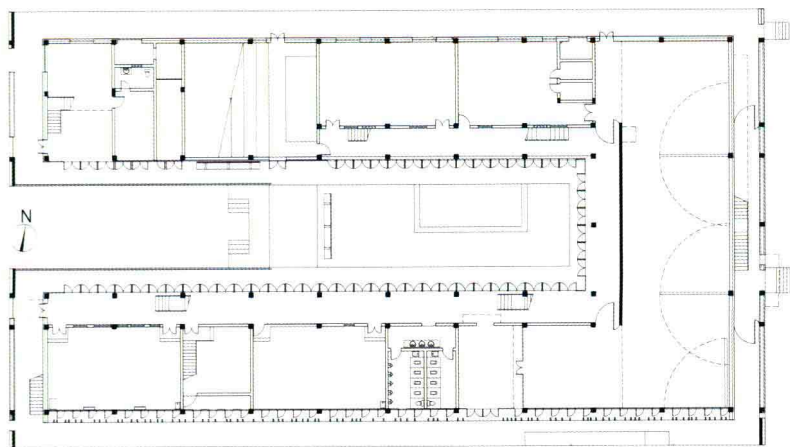




3. Courtyard view of Building No.14 from the east  
3. 从东侧看14号楼庭院











4

中国美术学院新校区坐落在杭州象山。校区规划一期工程因地制宜，模拟周围秀美山川的形态。新校区由10个建筑单元组成，布局上体现出山势的起伏，这也是该地原有村落的特色。一期工程于2001年完成设计并于2004年竣工，主要包括公共艺术学院、传媒动画学院、图书馆、体育馆。

象山校区总体上是传统校园与新型花园式校区双重模式的结合。校区内包含多种风格：回廊模仿修道院的制式，透过高高的冷杉木围墙上的窗口隐约可见，熠熠生辉；文艺复兴时期建筑大师的风格与现代包豪斯结构相结合，象征了现代艺术的初级教育，作为所有建筑单元（甚至包括周围一些分散的地方，如石窟寺的练习场地）共用的一个封闭基座。所有元素最终都融入校园景观之中，成为一个和谐的整体，同时与周围的山川景观遥相呼应。整个校区有一种深藏不露之感，仿佛喻示着该校的教育质量以及周围历史悠久的自然环境。建筑藏而不露，寓意隐藏在这秀美景色中的艺术教育。

象山校区一期工程通过几个院落进行划分，开窗以不同的角度朝向秀美山川，美景尽收眼底。角度、开窗、位置都经过精确计算。院落的划分使建筑单元的整体造型和细节处理都与周围景致协调一致。二期工程位于象山南部，于2004年完成设计，2007年竣工，包括10栋大体量建筑和2栋小型建筑，功能主要有建筑艺术学院、设计学院、美术馆、体育馆、学生宿舍及食堂。这些新建筑都分布在工程场地的边缘，建筑朝向与山势走向一致，跟当地传统建筑一样。在建筑与山脉之间空出一片开阔的空地，原有的农田、河流、池塘都得以保持原样。每栋建筑的形态随着象山的起伏自然地变化。

象山校区的建筑布局看起来像是意外造就而成；空间感觉似虚而实，开放与私密并存；一栋建筑的两个里面可能相隔甚远。这一切共同构成了校园内的各个场所，期待着丰富多彩的校园生活由此展开。没有死板的结构，随性体验生活。这正是中国园林的精髓所在。象山校区二期工程极好

地体现了这一点。跟一期工程一样，建筑旁边的土地出租给当地农民种植农作物，不收土地税。200米长的水渠与河流相连，流经整个校园，不仅丰富了校园景观，而且为农田和池塘提供了水源。

校园内的建筑结构主要采用钢筋混凝土框架，有些部分采用钢结构，此外还有砖墙——砖墙在当地建筑中普遍采用。通过使用大量造价低廉的回收砖瓦，并充分利用当地手工建造工艺，将当地传统砖瓦工艺与现代建筑技术相结合，打造出坚固厚实的墙体，保暖性能良好。不仅节约了能源，而且对该校师生的生态环保意识产生了巨大影响。与一期工程一样，二期工程也耗时14个月，业余建筑工作室全程参与其中。施工中遇到的许多问题都是靠建筑师现场解决的。

- 4. Roof view of Building No. 21
- 5. Interior view of Building No. 21
- 4. 21号楼楼顶
- 5. 21号楼室内



