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全国大学生建筑设计竞赛获奖方案集

2000 迅达杯

Award-winning Works of the 2000 Xunda Cup National Design Competition of Architecture Students

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全国高等学校建筑学专业指导委员会 编
Compiled by China Architectural Education Advisory Committee
中国建筑工业出版社
China Architecture & Building Press

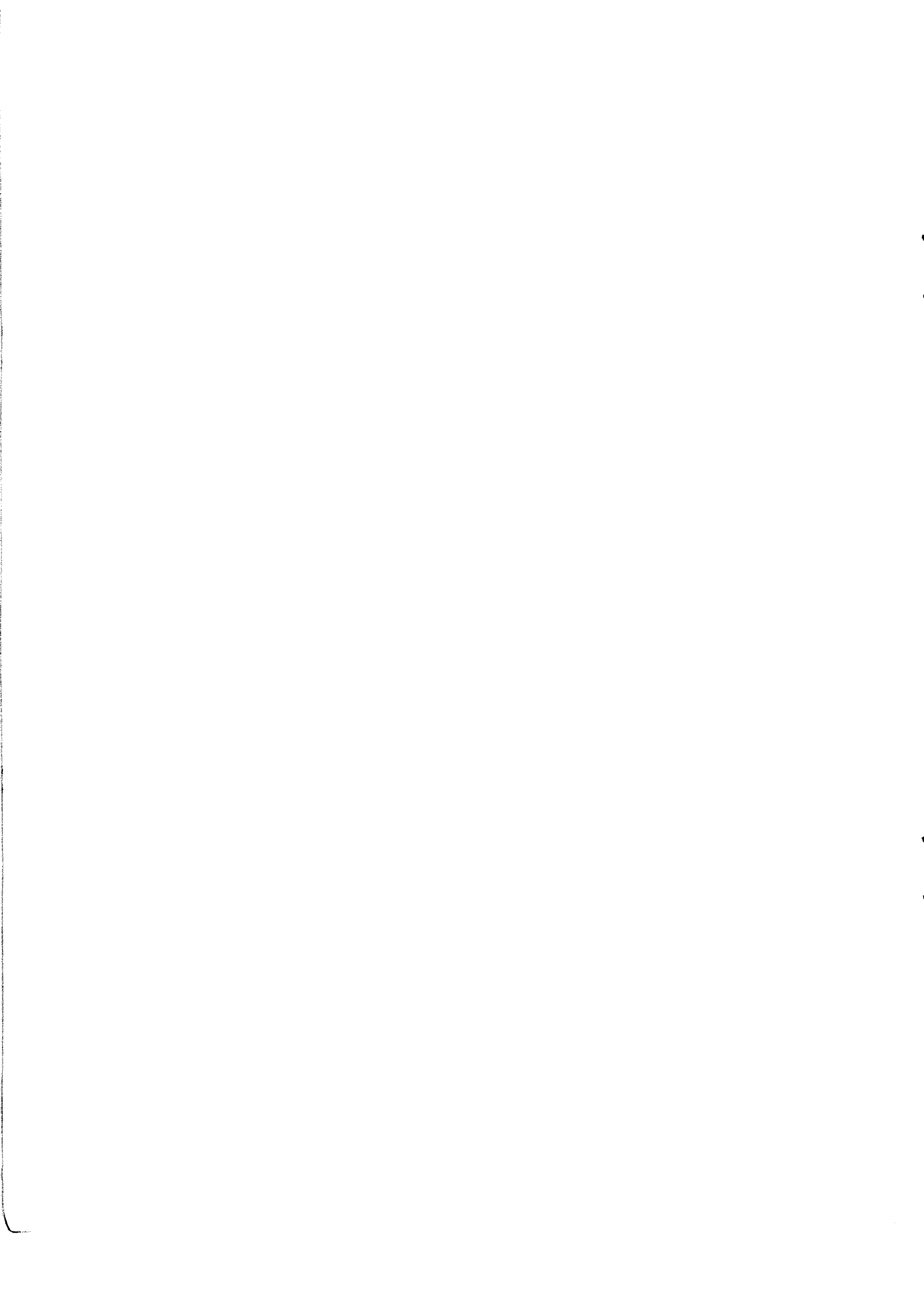
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综合评介

栗德祥

今年是全国高等学校建筑学学科专业指导委员会组织的第八届全国大学生建筑设计竞赛，是改革命题之后，以“迅达杯”冠名的全国大学生建筑设计竞赛的第二届。如果说上届以“建筑系学生夏令营”为题的设计竞赛激发了广大师生的激情和兴趣，改变了前几届竞赛出现的“老样子”、“一般化”等弊病的话，那么，这次以“社区中心”为题的设计竞赛，则进一步调动了学生的积极性和创造性，对学生的设计构思有新的开拓，对学校的设计教学也有新的促进。这次设计竞赛有以下特点：

1.新的命题引导学生通过对社会调查去发现问题，从多角度去分析问题，力求准确地把握问题的要害，采取适当的方法巧妙地解决问题。

命题中“社区”的概念是广义的概念，并非特指城市中居住区，也包括城乡结合部、乡镇、校园、牧场、渔港等，这就造成了选题的多义性、基地的多样性和限制条件的特殊性。一般来说，有创意的设计作品往往是在种种限制条件下产生的。这次竞赛，同学们不仅选择限制条件复杂的基地环境，还在主观上自觉地进行自我限制，提出独特的构思和意念。例如：街坊邻里的社区中心、“无”建筑的社区生态公园、“暖流”、“居民参与营造社区中心模式”、“深呼吸”、“潮起潮落”、“新与旧的共生”、“生长·韵律”、“诊治与整合”、“社区中心地铁共同体”、“缝合城市的伤口”、“城市边角料空间的利用”、“科技富民号”、“自然的数字化生存”、“四季廊街”、“快乐巴士”及“云中散步”等。这些主意无疑都给设计作品带上了创造性和特色。

2.与上届竞赛一样，本届评选邀请了几位国内著名设计院的总建筑师参加，提高了评选质量，增强了学校与社会的交流，使评选工作更公平、更客观和更具权威性。建筑师们观察和分析问题的角度以及对评选标准的把握，给我们教师很大启发和帮助。评选工作后，又对设计竞赛中存在的问题提出了中肯的意见，对今后设计竞赛如何更好地运作提出了有益的建议。

这次设计竞赛继续得到各院校的大力支持和踊跃参加。全国有74所学校（含香港大学、中文大学）参加并十分认真地组织了这次竞赛，3500多位在校三年级大学生参加了这次竞赛，占在校建筑学专业三年级学生总数的90%左右。按照设计竞赛规则，参赛图纸先由各校自行评图，从中选拔10%的优秀方案参加全国评选。评委会共收到参赛方案349份，经过技术预审组预审和评委会终审，发现有45份方案有违规问题，最终有效方案为304份，交由评委会评选。由6名教授和5名国内著名建筑师共同组成的评选委员会，经过两天的认真评选，通过7轮无记名投票，产生了3名一等奖，6名二等奖，8名三等奖和43名佳作奖，共60份方案入围获奖，获奖者约占全国参赛学生总数的2%。共计有20所学校分享了这些奖项。

评委们认为，这次竞赛总体上是成功的，评选是公正的，达到了预期目的。

由于建筑设计方案的多解性，设计意念表达的抽象性，加上各校参赛作品水平接近，增加了选拔的难度。评委们对命题的理解，评选标准的把握以及观察问题的角度和关注点都不尽相同。方案量大，评选时间有限，不可能每个方案都看得很细。采用模糊判断、优选与淘汰相结合的方法，在总体上保证了评选的公平和准确，但在深层特色的挖掘上确实存在不足，以致在中选方案中个别作品不尽人意，在落选作品中有若干闪光点被忽略了，这是令人遗憾的。这些问题在今后的竞赛和评选中将进一步研究改进。

栗德祥：全国高等学校建筑学专业指导委员会副主任，清华大学建筑学院副院长、教授

Comprehensive Review

Li Dexiang

This year's design competition of architecture students is the eighth competition of this kind organized by the China Architectural Education Advisory Committee (CAEAC), and the second one after the competition was dubbed with the title "Xunda Cup". If the examination subject "Architecture Students' Summer Camp" of last year aroused the enthusiasm of the faculty members and students, scrapping the monotonous design themes in the past, then this year's "Community Center" has further stimulated the competitors' interest and creativity, broadened their thinking in designing and promoted teaching in schools. Presented below are some of the characteristics of this year's designs:

1. Students have to find out, accurately analyze and deftly solve problems from various perspectives through social investigations by the new exam requirements.

The subject "community center" does not specifically refer to living quarters in urban areas, but has a wider definition, encompassing the urban and rural borders, school campuses, fishing harbors, pastures, townships, etc, thus presenting multiple choices and special limiting conditions for the competitors. Generally speaking, all designs with unique ideas are born with many limitations. Students not only selected places with complex limitations, but also imposed limitations of their own, thus presenting very novel concepts and ideas. This is illustrated in the following designs: "Neighborhood Center", "Ecological Park without Architecture", "Community Center Built with the Involvement of Inhabitants", "Co-Existence of Old and New", "Revamp and Merger", "Subway Community", "Healing the Urban Wounds", "Utilization of Marginal Urban Space", "Natural Digital Existence", "Happy Bus", "Walk in the Cloud", etc. All of these designs are creative and unique.

2. As in the case of last competitions, several architecture authorities in famous institutes of architecture design were invited to act as judges, therefore not only exchanges between society and schools are enhanced, but the appraisal quality is improved, making the assessment fairer and more objective. Their observations, perspectives of analyzing problems and judgment criterion are precious thoughts for our college teachers. After the competition, they also put forward their criticism, constructive ideas and suggestions on how to better organize the competition in the future.

We also got strong support and active involvement for this year's event from various colleges. Altogether, 3,500 third year students of architecture major representing 74 colleges (including Hong Kong University and Chinese University of Hong Kong) participated in the competition, accounting for 90% of all junior architecture students in China. As required by the competition rules, participating designs were first scrutinized by various schools before 10% of best ones were submitted for the national-level match. 349 designs were received, but only 304 of them were finally submitted to the Appraisal Committee, as 45 designs were found not meeting the requirements set by the preliminary appraisal team. The Appraisal Committee was composed of 6 professors and 5 renowned architects. After two days' evaluation and 7 rounds of unanimous voting, they produced 3 first award winners, 6 second award winners, 8 third award winners (excluding one non-architecture major competitor), and 43 excellent design winners. All told, 60 designs representing 20 colleges won awards accounting for 2% of all entries.

It is the judges' consensus that the assessment was fair, and the competition was a success and achieved its goal.

The evaluation was made very difficult due to the variety of designs, the abstraction of concepts and the closeness of levels of competing schools. Also, each judge is different in terms of understanding the exam question, using evaluation criteria and perspective of looking at problems. It is impossible to examine each and every design thoroughly thanks to the large number of entries and the limited time. Using vague judgment and selecting the best out of ordinary in general guaranteed the fairness and accuracy. However, in-depth analysis was still not enough which resulted in some winning designs not quite up to the standard, and some excellent qualities in failed designs neglected. We will try to avoid and address these flaws in coming competitions.

Li Dexiang, Vice-Chairman of CAEAC, Professor, Vice Dean of Architecture School of Tsinghua University

评委感想

向欣然（中南建筑设计院前副总建筑师）：

这次竞赛的题目出得好，一是要求设计者通过调查自拟任务书，二是允许设计者自行选址，这两项都是执业建筑师业务范围内的内容，通过课程设计培养学生的相关能力，无疑是十分必要的。所谓自拟任务书，实质是通过调查社区活动需要的调查来确定建筑的功能，这种训练有助于加深学生对建筑与社会生活内在联系的理解，并使他们能具体地体会到建筑师的社会职责就是运用空间手段来组织人们的生活。另外，自行选址还给学生提供了充分展示才能的机会，他们可以根据自身的兴趣与特长，选择富有挑战性的环境背景，去创造特色鲜明的建筑形象，这样虽然给自己增加了设计的难度，但也增加了竞赛取胜的可能。

从参赛的300多份设计方案来看，学生们大都在环境条件的选择上狠下了功夫，方案选址涉及的地区或地段可谓丰富多彩，既有自然条件的区别（如山地、林间、草原、河滨、湖湾、海港等等），也有地区产业结构上的差异（如农区、林区、牧区、渔区），即使在一般城区内也大多选择具有历史或文化特点的地段，这一现象充分说明同学们已经自觉不自觉地意识到建筑特色的产生，在很大程度上取决于环境条件的特殊性，并藉此作为创意的切入点。从这个意义上说，通过这次竞赛作业深化与强化了学生的环境意识，进一步拓展了学生们的建筑观念，这是十分有意义的。

但遗憾的是，大多数设计者（包括一些获奖作品）都未在建筑功能的设计上付出足够的努力，从图中房间名称所反映出来的功能设置，类同于一般的俱乐部或文化活动中心，而未能突出“社区活动”的特质，更不用说体现不同社区居民在生活方式上的差异了。产生这种现象的直接原因，可能是设计人根本就没有对社区问题进行必要的调查研究，任务书是凭想当然拟定的，而指导教师也由于对正在探索中的中国社区建设问题缺乏了解，故无法进行辅导所致。而其深层次的原因，则是我国建筑教育近年来对建筑功能的轻视，这是应该引起深思的。

郑国英（中国西南建筑设计研究院副总建筑师，西南交通大学建筑系兼职教授）：

第一次参加全国大学生方案设计竞赛，既羡慕又惊喜。市场经济的核心是竞争，这次活动与其说是一项课程设计，毋宁说是提供了一次良好的竞争环境，让每个学校和学生都能进入社会竞争的旋律，检验自我，相互交流，从而达到进一步的提高和发展，这在“文化大革命”前求读的建筑系学生是梦寐以求的。这次三百多份方案设计，大部分是高质量的，无论从立意、构思、作图比之青年建筑师设计竞赛毫不逊色，更是我辈求读大学三年级时所不能比喻的，真是令人惊喜。

方案设计题目的时代感和灵活性使每一位学生无论从社会调查、选主题、定地址等一系列工作程序中都要自虑自定，充分发挥了学生独立自主的思考能力，因而有一批作品能突破传统设计理念，以其构思巧妙，富于创意而脱颖而出，成为众多方案中的佼佼者。

崔 恺（中国建筑学会副理事长，建设部建筑设计研究院副院长，总建筑师）：

一个“社区中心”的命题将全国三千多学生的目光引出了校园，去调研、去发现、去思索、去关心我们的城市、社区，去关注普通人的生活，我以为这是非常值得赞赏的。建筑从来就是一个社会系统工程，它的开发建设、使用管理都牵涉到社会系统的方方面面。每个人都会从不同的角度去评判一座建筑。而作为建筑的设计者，时下建筑师们往往更多谈论的是风格、艺术和文化之类的话题，更热衷造型的变化、概念的演绎和立面的装饰。似乎非此不建筑。于是我们的周围充满了千奇百怪、扭捏作态的建筑，而我们的城市环境及建筑的质量却在不断恶化。当然这不全是建筑师的责任，但我们的建筑师们对此又关心过多少呢？因此，当我在评图中看到同学们提出了“诊治、整合、缝补我们城市”的口号时，当我看到那些清晰的思路、理性的分析、合乎逻辑的推理、简约自然的设计时，我真觉得应该向他们学习。社会责任感应当是建筑师必备的专业素质，而培养建筑师的社会责任感则是建筑教育的一大主题。

张伶俐（哈尔滨建筑大学建筑学院院长，教授，博士生导师）：

本年度的竞赛题目显然比以往有了新的难度。因为对题目的概念界定就是很不明确的，这也是出题者的一个初衷。对社区中心这样一个概念，目前尚未有一个确切的定义。正是这种不确定性增加了学生们对题目理解上的难度，也正因为这种不确定性为思想活跃的学生提供了发挥想象力的空间。事实上学生们在摸索了一段时间后，仍然是按照各自不同的理解，追寻着自己心目中的“社区中心”，从而出现了各种各样的“社区中心”。从学习的角度说，这种情况既可以激发学生的思考和联想，又可以因概念理解的不同产生互不相同的方案，甚至由于理解上的不同会产生争议。实际上即使被我们公认的建筑类型概念中也会出现设计者赋予它的理解和认识，不然就不会出现各种竞赛中的优胜者。

参评的300余份方案中确实也出现了许多种类不同的概念和表述，有的方案注重实际的可操作性，有的则偏重概念的表述。当然概念性表述类的方案一般缺少逻辑上的必然依据，大多没有被认可，这可能会出乎学生们的预料，同时也反映了三年级学生在有好的概念之后所采取的手段和表述尚有明显不足，但我个人更支持这种类型的方案，希望下次真的能有所突破。另一个问题是三年级学生该如何思考问题，思考的方向和路线以及接下来的手段是否连贯而一致，这在很多方案中均有不同程度的反映。比如入围方案中确有相当不错的构思，但接下来的几个环节，乃至成图后的表述难以在逻辑上取得一致，从而导致失败。因此在探索过程中与教师的交流仍显十分必要，也希望我们的同学们从中吸取经验。

今年的竞赛题目灵活性大了，提供给同学的机会更多，希望同学们注意到这种变化，这可能是个方向，也是培养创造力的一个途径之一。我热切地希望在明年的竞赛中我们的青年学生有新的突破，有更大的进步。

Reviews by the Appraisal Team Members

Xiang Xinran (former architect-in-chief, Zhongnan Architectural Design Institute):

This year's exam subject is very good in that it requires the student to choose a site and find himself a task by himself through investigations, which is similar to what a professional architect does. It is crucial to cultivate student's ability via course design. To work out a task involves finding out the function of architecture through investigating the needs of a community and the relations between architecture and social life. This can also help student understand that their responsibility is to improve people's life by appropriately using space. Moreover, students' talents and interest can be fully demonstrated by freely choosing sites. Since the sites they choose usually are challenging and special, their chances of winning increase although the sites also pose many difficulties.

The 300-strong competing entries illustrate that designers made great efforts in choosing the designing sites, which resulted in a variety of places. The sites are not only different in geographical terms (hills, forestry, grasslands, rivers, harbors, etc.), but also in socio-economical terms (agricultural, fishing, pasturing areas). Even in ordinary places, the sites are located in historically or culturally significant venues. This shows the students have realized the special features of an architect depend, to a large extent, on the characteristics of natural environment. Therefore, this competition increases the environmental awareness of the students, enhances their architectural concepts, which is extremely significant.

But it is really a pity that most designers (including many award-winners) do not make enough efforts in designing the functions of the architecture. As a result, many of them look like a club or a cultural center, without taking into consideration of the characteristics of specific community activities, let alone the distinct lifestyles in different communities. The reason for this could be that the students did not undertake sufficient investigation and/or their designing plans are made out of their imagination. Also, their tutors failed to help them as their understanding of the developing communities in China is also limited. However, what is worth pondering is the fact that architectural education in China should attach more attention to architectural function in the future.

Zheng Guoying (deputy architect-in-chief, Southwest Architectural Design Research Institute; visiting professor, Architecture Dept. of Southwest Communications University):

I feel very delighted since this is my first time to attend this competition. Market economy is competition, and this is what this competition is all about, providing an opportunity for schools and students to compete, exchange and assess their abilities with a view of improvement. This is something the students of architecture major before the Cultural Revolution (1966-76) could only dreamt of. What makes me surprised is the high quality of most of 300 or so designs. They are no less excellent than the ones made by young professional architects at their competitions in terms of concepts, planning and drawing. No junior student two or three decades ago could compare them in their wonderful designs.

The students' ability of independent thinking is fully tested by the exam subject which not only reflects the spirit of our age but also very flexible. The competitors have to go through investigation and choosing sites, consequently some of them break free from conventional concepts and conceive ingenious designs with novel and unique ideas.

Cui Kai (vice-president of China Architecture Society; vice-president and architect-in -chief of Architectural Design Institute of the Construction Ministry):

I feel that the exam subject is praiseworthy because it leads the students to venture beyond their campus to investigate the life of ordinary people in urban and rural areas. Architecture is first and foremost an integral part of society; its development is closely linked with all aspects of community and subject to everyone's evaluation. However, most architects are mostly interested in the evolution of styles, facades, architectural art, concepts and culture. As a result, we are surrounded with all kinds of pretentious, bizarre buildings while the urban environment and quality of buildings are deteriorating. Of course architects should not shoulder the full responsibility for this, but how much concerns have we shown in this regard? Therefore, we think we should learn from the competitors when they put forward in their clear, rational and simple drawings the ideas of diagnosing and healing our cities. Social responsibility is the prerequisite quality an architect should possess, and cultivating this responsibility is one of the tasks of architectural education.

Zhang Lingling (dean, professor and PhD tutor of Architecture School of Harbin Architecture University):

The exam subject of this year is more difficult than the one of last year because the definition is vague. However, it is the purpose of the examiners. So far, there has been not an exact definition for "community center", which poses difficulties for participants but also provides an opportunity for those who have an imaginative mind. In fact, after hard thinking, participants present "community centers" of their own understanding which are in various forms. This phenomenon can not only stimulate students' association, but also lead to different plans or even disputes due to disparate understanding. Actually, even in conventional architectural styles, different understandings occur, otherwise there would be no award-winners in competitions.

Therefore, there are many different concepts and expressions in the 300 or so entries, some focusing on practicality; some on conceptual expressions. Conceptual plans are not, due to their lack of logic, being favorably recognized, which probably gives the participants a surprise. This indicates that third-year students are still weak in expressing themselves even with good concepts. I personally endorse plans with conceptual ideas, so I hope there will be a breakthrough in this regard in the future. Another problem is the manner in which the students work out a problem and whether they can articulate their ideas in a coherent way. For example, many works have really good concepts, but due to illogical expressions in their drawings, they fail. As a result, it is very essential to consult with your teachers while making explorations, and I hope lessons should be drawn out of this.

Students' attention should also be paid to the flexibility of the exam subject, which, since it can cultivate the creativity of the students, could be the trend in the future. I sincerely hope that new breakthroughs will be made by youngsters in the competition of the coming year.

评选结果

一等奖

作者 **苏云锋** 学校 **重庆建筑大学** 指导教师 **顾红男 沈德泉**

- 利用原有晒场用地自然形成社区中心，选题和选址均有特色。室内外空间处理与地形特征和活动安排相结合，有浓厚的生活气息。图面线条流畅，构图整齐。
- 钟塔造型比较勉强。

作者 **高宇** 学校 **重庆建筑大学** 指导教师 **刘彦君 谢吾同**

- 选址颇有新意，延续原有地段肌理，结合地形地貌，保留原有路径。形体处理有创意。
- 码头处理和表现略有欠缺，对室外活动场地关注不够。

作者 **盛强** 学校 **哈尔滨建筑大学** 指导教师 **黄勇 魏建军**

- 结合地段特征，沿线性空间分散布局，同时兼顾中心的标志性。注重对人的活动场地及场所感的创造。
- 缺乏室外静态空间，对白塔景观缺少观景点。

二等奖

作者 **刘可南** 学校 **同济大学** 指导教师 **吴长福 袁烽**

- 设计立意有特色，利用高架干道下部空间建设社区中心，并将被高架路割裂的社区联系起来。根据基地条件安排功能的动静分区，构思巧妙。
- 室外场地设计略有欠缺。

作者 **胡友培** 学校 **东南大学** 指导教师 **赵辰**

- 利用地铁站的开发建设社区中心，带动社区发展，使用空间在地下展开，留出了宝贵的地面绿色场地。
- 地面层构架穿插过多，电梯使用不经济。

作者 **杨秋妮** 学校 **天津大学** 指导教师 **王蔚 庞志辉 王迪**

- 从原有地理条件和特色挖掘构思，水上浮筑社区的设想颇有创意，设计手法清新自然。
- 岸上空间处理比较单调。

作者 **陈俊** 学校 **重庆建筑大学** 指导教师 **黄天其 谭文勇**

- 吸收民间“风雨桥”的概念，将港湾二侧社区联系起来，同时也为归航者提供“家园标志”，构思有新意，表现技巧熟练自然。
- 建筑形体略兼庞大，与环境尺度有冲突。

作者 **张韶明** 学校 **浙江大学** 指导教师 **张应鹏**

- 利用社区中的空房改造成活动中心，表现出作者深入社区、提出问题解决问题的实际能力。设计表达清晰且富有特色。
- 社区中心感略显不足。

作者 **缪晓秋** 学校 **东南大学** 指导教师 **张宏**

- 利用传统社区中明代遗物“瓮堂”为中心构想新旧一体的社区中心，构思紧扣题意，有利于社区凝聚力的体现。
- 室外场地处理较单调。

三等奖

- 作者 **李智捷** 学校 **深圳大学** 指导教师 **何川**
- 探索可发展变化的灵活体系以适应社区的不同需求及变化。
 - 空间组织略显松散。
- 作者 **李燕群** 学校 **香港大学** 指导教师 **陈翠儿**
- 关注平民社区的生活特质,通过对街道空间的重整创造社区中心的场所感,生活气息浓厚,立意有特色。
 - 设计表现较粗糙,制图不够严谨。
- 作者 **高岩** 学校 **清华大学** 指导教师 **饶戎**
- “深呼吸”的立意旨在还绿于社区。选址恰当,设计技法娴熟,制图严谨。
 - 设计中树少草多,缺乏对植物生态作用的深入理解。
- 作者 **陈志翔** 学校 **东南大学** 指导教师 **吉国华**
- 在城墙破损之地以“补墙”的概念兼顾社区需求和文物保护双重要求,立意有特色,空间处理简洁灵活。
 - 对古城墙的利用方式尚有不同的看法。
- 作者 **宋霞** 学校 **郑州工业大学** 指导教师 **范文莉 贾新锋 唐保忠**
- 设计体现了标准化、灵活性和参与性的结合,构思有新意。
 - 设计手法较一般。
- 作者 **邓文华** 学校 **重庆建筑大学** 指导教师 **黄天其 谭文勇**
- 选址在高层住宅密集区,利用地下空间建设覆土式的社区中心,使社区获得珍贵的绿色。
 - 空间处理较为单调。
- 作者 **王浩** 学校 **同济大学** 指导教师 **吴长福 戚广平 袁烽**
- 结合地铁站建设社区中心,使之成为新区管区内步行系统的核心空间和场所,立意颇具特色,设计基本功较扎实。
 - 图面局部表达欠明确。
- 作者 **汤艳丽** 学校 **重庆建筑大学** 指导教师 **顾红男 沈德泉 田琦**
- 利用基地内原有会馆,保护、利用与扩建相结合,对传统建筑取积极的保护姿态,值得提倡。
 - 缺乏外部活动空间。

佳作奖

- 作者 **邹裕波** 学校 **北方交通大学** 指导教师 **蒙晓英 张开宇**
- 作者 **韩洁** 学校 **天津大学** 指导教师 **刘云月 王蔚 冯刚**
- 作者 **彭晓龙** 学校 **北京建筑工程学院** 指导教师 **林川 周玉华 欧阳文**
- 作者 **陈萍** 学校 **深圳大学** 指导教师 **陈方**
- 作者 **刘世英** 学校 **重庆建筑大学** 指导教师 **顾红男 沈德泉**
- 作者 **董晶涛** 学校 **天津大学** 指导教师 **王蔚 刘云月 冯刚**

作者	国夫	学校	东南大学	指导教师	韩冬青			
作者	林泽浩	学校	深圳大学	指导教师	陈方			
作者	刘作卓	学校	重庆建筑大学	指导教师	王琦	李俊	向科	
作者	张 晒	学校	深圳大学	指导教师	吴向阳			
作者	潘 迪	学校	哈尔滨建筑大学	指导教师	卜 冲	梅 彤		
作者	周鸣浩	学校	同济大学	指导教师	谢振宇	魏 箴		
作者	黄 雯	学校	北方交通大学	指导教师	王 岚	张开宇	蒙晓英	
作者	陈康诤	学校	同济大学	指导教师	孙光临	余 寅	黄 平	
作者	王 竞	学校	中国矿业大学	指导教师	韩大庆	王 栋		
作者	周 宇	学校	浙江大学	指导教师	崔光亚			
作者	唐华臣	学校	上海大学	指导教师	陆邵明	王海松		
作者	谢晓蓉	学校	同济大学	指导教师	陈 易	戚广平	吴长福	
作者	姚敏峰	学校	华侨大学	指导教师	郑 豪	谢鸿权		
作者	史爱国	学校	华侨大学	指导教师	周春雨	施建义		
作者	王小玲	学校	天津大学	指导教师	刘云月	陈 津	丁利群	
作者	谢 芳	学校	西安建筑科技大学	指导教师	李岳岩	王 军		
作者	牛瑞玲	学校	西安建筑科技大学	指导教师	李岳岩	王 军		
作者	王 洋	学校	浙江大学	指导教师	曹振宇	李文驹		
作者	应小宇	学校	浙江大学	指导教师	陈 翔			
作者	李大为	学校	西安建筑科技大学	指导教师	董芦笛	徐 宁	刘永德	
作者	邓 明	学校	北方交通大学	指导教师	张开宇	王 岚	蒙晓英	
作者	鞠叶辛	学校	哈尔滨建筑大学	指导教师	张 岩	兆 翠	卜 冲	
作者	朱 伟	学校	浙江大学	指导教师	曹震宇			
作者	张向宁	学校	哈尔滨建筑大学	指导教师	卜 冲	梅 彤		
作者	李家志	学校	天津大学	指导教师	王 迪	梁 雪	刘云月	
作者	方 成	学校	哈尔滨建筑大学	指导教师	卜 冲	梅 彤	魏建军	
作者	王 娜	学校	天津大学	指导教师	梁 雪	王 迪	周湘津	
作者	马 斌	学校	沈阳建筑工程学院	指导教师	王常伟	刘文军		
作者	杨 洋	学校	天津大学	指导教师	安 定	王 绚	庞志辉	
作者	荆哲璐	学校	同济大学	指导教师	吴长福	关 平	袁 烽	
作者	冷 婕	学校	重庆建筑大学	指导教师	黄天其	谭文勇		
作者	席晓涛	学校	东南大学	指导教师	李海清			
作者	肖良宵	学校	重庆建筑大学	指导教师	王 琦	李 俊		
作者	钟 文	学校	湖南大学	指导教师	罗朝阳	徐 峰	王一民	
作者	宋宝君	学校	合肥工业大学	指导教师	苏继会	刘 阳	潘 榕	
作者	郑 洲	学校	华南理工大学	指导教师	岑 岭			
作者	邝慧清	学校	华南理工大学	指导教师	姜文艺			

Competition Results

First Prize Winners

Designer Su Yunfeng Congqiang Architecture University **Tutors** Gu Hongnan, Shen Dequan

- Community center is naturally placed in a sunning ground which is novel and unique. Good relation between indoor/outdoor space and terrain features. The work has a rich flavor of life; drawing is smooth and neat.
- The shape of the bell tower is inadequate.

Designer Gao Yu Chongqing Architecture University **Tutors** Liu Yanjun, Xie Wutong

- The site is creative, linking the original terrain and retaining the path. The formation is also creative.
- The wharf is not dealt with adequately; outdoor space is also inadequate.

Designer Sheng Qiang Harbin Architecture University **Tutors** Huang Yong, Wei Jianjun

- Integrated with the features of place and spread out along the linear space. The hallmark of the work is conspicuous. Emphasis is on the venues for inhabitants' activities.
- Outdoor static space is lacking; no adequate place for viewing the white tower.

Second Prize Winners

Designer Liu Kenan Tongji University **Tutors** Wu Changfu, Yuanfeng

- The design is unique, setting up the community center by using the space under the elevated highway and combining the communities cut off by the elevated highway. Ingeniously conceived in that activity and secluded areas are divided in line with the conditions of the site.
- The design of outdoor space is a bit inadequate.

Designer Hu Youpei Southeast University **Tutor** Zhao Chen

- Developing community center by a subway station and its underground space, thus sparing the precious green space above ground.
- Too many constructions on the ground; elevator is not economical.

Designer Yang Qiuni Tianjin University **Tutors** Wang Wei, Pang Zhihui, Wang Di

- Taking advantage of geographical features and the building the community center on water is unique and natural.
- Design on the shore is a little monotonous.

Designer Chen Jun Chongqing Architecture University **Tutors** Huang Tianqi, Tan Wenyong

- Combining the two community centers on the sides of the bay, and providing a "homecoming" symbol for returning sailors. Expression is natural and skilled.
- Building is a little bigger than the scale of surroundings.

Designer Zhang Shaoming Zhejiang University **Tutor** Zhang Yingpeng

- Making use of the disused house in the community to set up an activity center, which shows the designer's ability of identifying and solving problems. The design is clear and unique.
- Sense of community center is not sufficient.

Designer Miao Xiaoqiu Southeast University

Tutor Zhang Hong

- Creating a community center of integrating "old" and "new" by making use of a traditional structure of the Ming Dynasty. The cohesion of the community is well illustrated by the design.
- Outdoor space is a bit monotonous.

Third Prize Winners

Designer Li Zhijian Shenzhen University

Tutor He Chuan

- To meet the needs of the community by exploring a flexible and changeable system.
- Space organization a bit loose.

Designer Li Yanqun Hong Kong University

Tutor Chen Cuier

- Concerned with the life of a common community and create a community center by renovating the neighborhood street space. Having a rich flavor in life and is creative in design.
- Expressions are rough and not precise in drawing.

Designer Gao Yan Tsinghua University

Tutor Rao Rong

- "Deep Breath" aims at retaining the green color in nature. The site is appropriate; designing is skilled and drawing is rigorous.
- There is too much grass than trees which shows the designer's inadequate understanding of ecosystem.

Designer Chen Zhixiang Southeast University

Tutor Ji Guohua

- The concept of mending the wall is realized by choosing the site at a section of a broken wall. The design also takes into account of the community needs and cultural relic protection. The space is simple and flexible.
- The use of the old wall causes disputes.

Designer Song Xia Zhengzhou Polytechnic University **Tutors** Fan Wenli, Jia Xinfeng, Tang Baozhong

- The design, which demonstrates the combination of standardization, flexibility and involvement, is unique.
- The approach is mediocre.

Designer Deng Wenhua Chongqing Architecture University **Tutors** Huang Tianqi, Tan Wenyong

- The site is located in the midst of high-rises. Underground space is made use of for the community center, so that greenery patches abound in the community.
- Space treatment is dull.

Designer Wang Hao Tongji University

Tutors Wu Changfu, Qi Guangping, Yuanfeng

- Making use of a subway station, the site becomes the central space of the pedestrian system. The approach is novel and basic skills sound.
- Part of the drawing is vague.

Designer Tang Yanli Chongqing Architecture University **Tutors** Gu Hongnan, Shen Dequan, Tian Qi

- Making use of the original place, the design is a classic example of protecting and expanding traditional architecture.
- Outdoor space is not sufficient.

Excellence Award Winners

Designer	School	Tutors
Zou Yubo	North Communications University	Meng Xiaoying, Zhang Kaiyu
Han Jie	Tianjin University	Liu Yunyue, Wang Wei, Feng Gang
Peng Xiaolong	Beijing Architectural Engineering College	Lin Chuan, Zhou Yuhua, Ouyang Wen
Chen Ping	Shenzhen University	Chen Fang
Liu Shiyong	Chongqing Architecture University	Gu Hongnan, Sen Dequan
Dong Jingtao	Tianjin University	Wan Wei, Liu Yunyue, Feng Gang
Guo Fu	Southeast University	Han Dongqing
Lin Zehao	Shenzhen University	Chen Fang
Liu Zuozhuo	Chongqing Architecture University	Wan Qi, Li Jun, Xiang Ke
Zhang Shen	Shenzhen University	Wu Xiangyang
Pan Di	Harbin Architecture University	Bo Chong, Mei Tong
Zhou Minghao	Harbin Architecture University	Xie Zhenyu, Wei Zhen
Huang Wen	North Communications University	Wang Lan, Zhang Kaiyu, Meng Xiaoying
Chen Kangquan	Tongjin University	Sun Guanglin, She Yin, Huangping
Wang Jing	China Minerals University	Han Daqing, Wang Dong
Zhou Yu	Zhejiang University	Cui Guangya
Tang Huachen	Shanghai University	Lu Shaoming, Wang Haisong
Xie Xiaorong	Tongji University	Chen Yi, Qi Guangping, Wu Changfu
Yao Minfeng	Huaqiao University	Zheng Hao, Xie Hongquan
Shi Aiguo	Huaqiao University	Zhou Chunyu, Shi Jianyi
Wang Xiaoling	Tianjin University	Liu Yunyue, Chenjin, Jing liqun
Xie Feng	Xi'an Architectural Science University	Li Yueyan, Wang Jun
Niu Ruiling	Xi'an Architectural Science University	Li Yueyan, Wang Jun
Wang Yang	Zhejiang University	Cao Zhenyu, Li Wenju
Ying Xiaoyu	Zhejiang University	Chen Xiang
Li Dawei	Xi'an Architectural Science University	Dong Ludi, Xu Ning, Liu Yongde
Deng Ming	North Communications University	Zhang Kaiyu, Wang Lan, Meng Xiaoying
Ju Yexin	Harbin Architecture University	Zhang Yan, Zhao Hun, Bo Chong
Zhu Wei	Zhejiang University	Cao Zhenyu
Zhang Xiangning	Harbin Architecture University	Bo Chong, Meitong
Li Jiazhi	Tianjin University	Wang Di, Liang Xue, Liu Yunyue
Fang Cheng	Harbin Architecture University	Bo Chong, Meitong, Wei Jiangjun
Wang Na	Tianjin University	Liang Xue, Wang Di, Zhou Xiangjin
Ma Bin	Shenyang Architectural Engineering Collage	Wang Changwei, Liu Wenjun
Yang Yang	Tianjin University	An Ding, Wang Xun, Pang Zhihui
Jing Zhelu	Tongji University	Wu Changfu, Guanping, Yuanfeng
Leng Jie	Chongqing Architecture University	Huang Tianqi, Tan Wenyong
Xi Xiaotao	Southeast University	Li Haiqing
Xiao Liangxiao	Chongqing Architecture University	Wang Qi, Li Jun
Zhong Wen	Hunan University	Luo Zhaoyang, Xu Feng, Wang Yimin
Song Baojun	Hefei Polytechnic University	Su Jihui, Liu Yang, Pan Rong
Zheng Zhou	Huanan University of Science and Engineering	Cen Ling
Kuang Hiqing	Huanan University of Science and Engineering	Jiang Wenyi