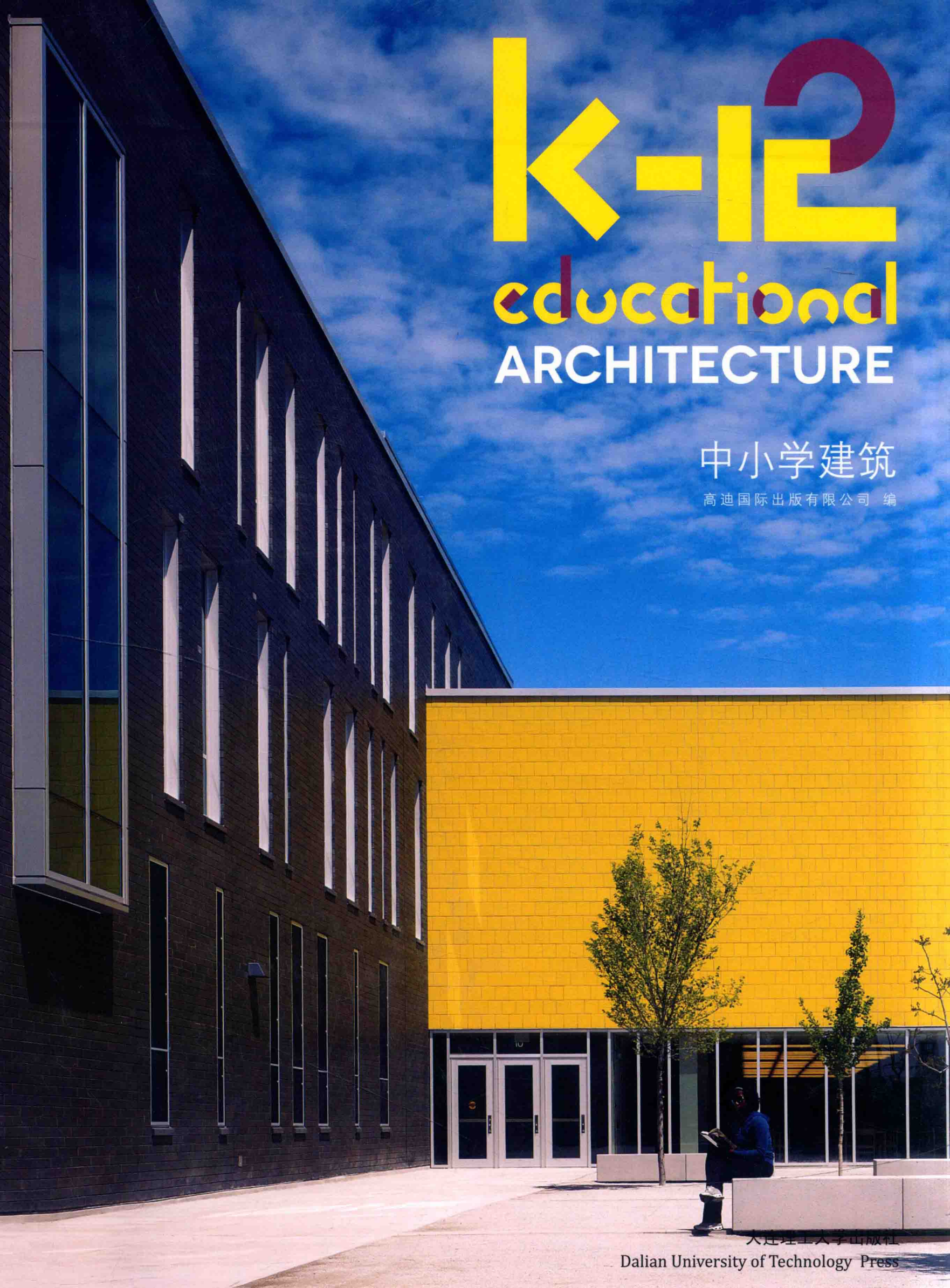




k-12 educational ARCHITECTURE

中小学建筑

高迪国际出版有限公司 编

大连理工大学出版社

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作为建筑设计师，我们一直秉承这样的信念：我们周围的环境，无论是工作环境、住宅环境，还是公共环境，都直接影响着我们的生活质量。

社会层面的需求是建筑设计理念的基础，需要强调的是，以这样的理念作为出发点，只有满足了人的需求，建筑才会获得认同，而人的需求既包括精神上的、物质上的，也包括生理上的需求。

如果你也相信我们的环境有这个能力激发我们的灵感，能够让我们修身养性，那就请相信我们对建筑的认知是他人无法企及的，而实际上我们一直这样努力着。我们在学校度过的美好时光，同时也是形成性格特点、学会社交技能、认识了解自己的过程。正是由于学校对这些即将踏入社会的年轻人存在潜在的认可和赏识，无形中鼓舞了建筑师们去设计具有相对较高私密性和公众认可度，同时兼具人性化的环境，让人们在这里体验一种与众不同的感觉。

在当今的世界，对于需求的探讨十分必要，比如需要确保对于新校舍基础设施建设的投资物有所值，同时更要关注建筑本身的低碳环保和可持续发展，学校的建筑不能只顾眼前，同时要着眼于未来，必须经得住时间的考验。

阿特金斯教育设计室一直在承受着这样的挑战。五年前，我们努力通过我们独特的探索研究方法，创造出一个个成功的设计范例，从而达到提高建筑品质的目的。不断加入的团队成员是新生力量，是新思维新创意的来源，而我们的每一件作品都要经过严格的内部评估过程，以确保达到最高的设计水平。阿特金斯教育设计室十分团结，精力充沛，秉承着科学理性的工作方法，以可持续性为设计核心，根据不同的环境及风土特点，以及客户的具体要求，开发设计每一个方案特有的建筑特色。

设计一栋坚固耐用、具有可持续性的建筑，不仅关系到社会责任感，同时也是建筑设计行业发展的原动力。

对于我们建筑设计师而言，最大的责任就是营造一种能够启发灵感，灵活变通，绿色环保，同时兼顾成本的学习环境。从小学、中学，到大学建筑，我们的精心设计所秉承的首要基本准则就是建筑质量问题，无论面对恶劣的经济环境，还是对碳排放的不断关注，都无法改变我们的承诺，我们决不妥协。

菲利普·沃特森
阿特金斯教育设计室设计总监



Philip Watson

ATKINS

As designers, we are driven by the belief that our surroundings – be it our place of work, our homes or the public spaces in between – directly influence the quality of our lives.

This emphasis on the social dimension should be fundamental to design philosophy, which takes as its starting point the acknowledgement that architecture is generated by the needs of people – needs which may be spiritual, as well as material and physical.

If you believe, as we do, that our environment has the ability to inspire and nurture us, then there are no more significant buildings than the ones we use to learn. We spend our formative years in school, developing our social skills and learning about ourselves. It is this recognition of the potential for schools to provide for the socialisation of young people that inspires architects to design intimate, welcoming and humane environments that have a distinctive sense of place.

In today's world there is a necessary focus on the need to ensure that investment in new school infrastructure is cost effective, low in carbon and sustainable – when building the schools of the future, they must stand the test of time.

Atkins' Education Studio is relishing this challenge. Five years ago we sought to create a paradigm shift in our approach to architectural

design quality. New staff were recruited and a rigorous process of internal reviews ensured that our output met the very highest standards. The Education Studio has been united and invigorated under a philosophical approach that puts sustainability at its core and seeks to allow the specific characteristics of each project to generate designs that respond to context, climate and client.

Designing long-lasting, sustainable buildings is no longer a corporate social responsibility issue – it's a primary business driver.

For me, the onus is with architects to create learning environments that are inspiring, flexible, green and good value for money. Through considered design, the quality of schools, colleges and universities needn't be compromised, despite a tough economic climate and increased carbon consciousness.

Design Director / Head of Education
ATKINS

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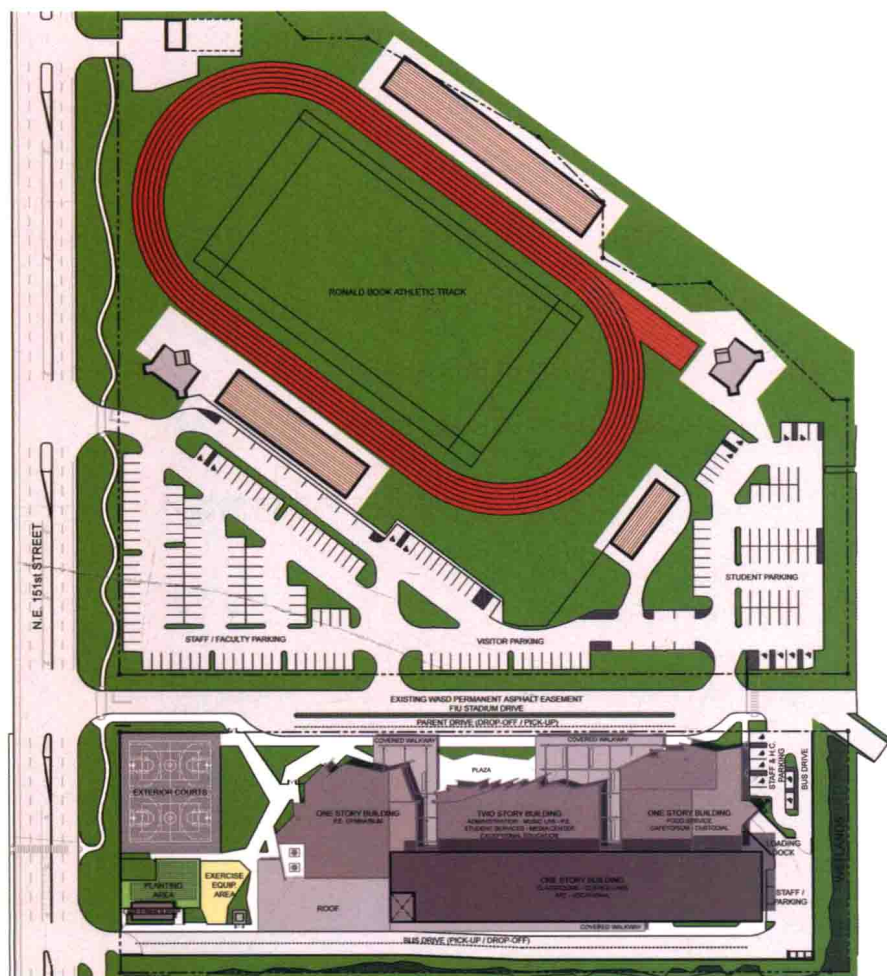
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LOCATION / Miami, USA

ALONZO AND TRACY MOURNING SENIOR HIGH BISCAYNE BAY CAMPUS

阿隆索和崔西高级中学比斯坎湾校区



OVERALL SITE PLAN

Architects

Bernardo Fort Brescia, FAIA, Laurinda Spear, FAIA, ASLA, LEED AP

Firm

Arquitectonica

Landscape Architect

Arquitectonica GEO

Interior Designer

Arquitectonica Interiors

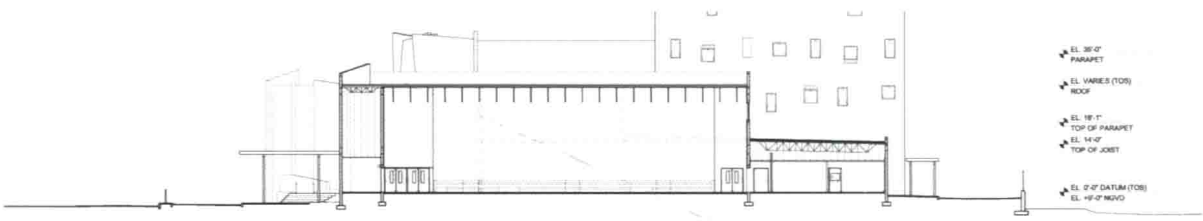
Photographer

Robin Hill

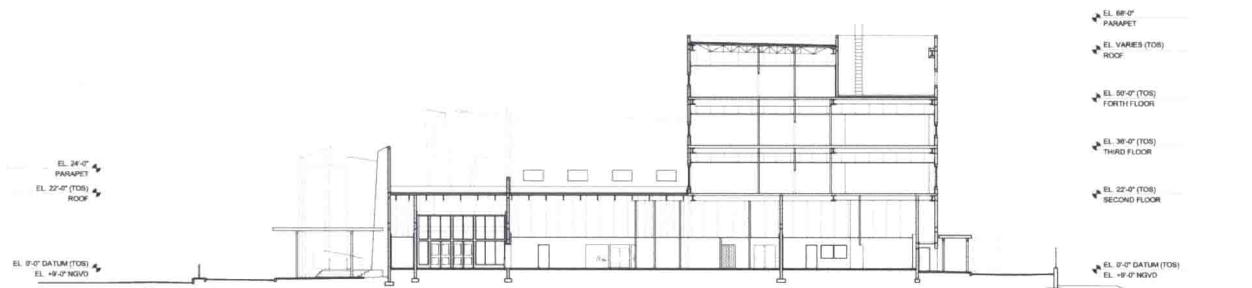
A multi-story senior high school designed to house 1,533 students. The high school will be organized based on a "School-Within-A-School" concept with 165,000 gross square feet. The school will be located on an underdeveloped (approx.) 4.5-acre site in North Miami, Florida, just northwest of David Lawrence Jr. K-8 Center. The project is a cooperative venture between the City of North Miami and Miami-Dade County Public Schools.

Neighboring pristine wetlands, this school's unique design embraces the surrounding natural environment with its welcoming entry plaza and playful forms. The high school consists of four interconnected volumes, each highlighting various aspects of education and daily high school life. The first volume, representing the academic dimension, is a 4-story building containing classrooms and labs. Adjacent to the classrooms is the administration and student services area in volume two. The third volume, consisting of the school's gymnasium and locker rooms, highlights athletics. The fourth volume, containing the combination cafeteria/auditorium, state-of-the-art media center, and meeting spaces, serves to accent student social life.





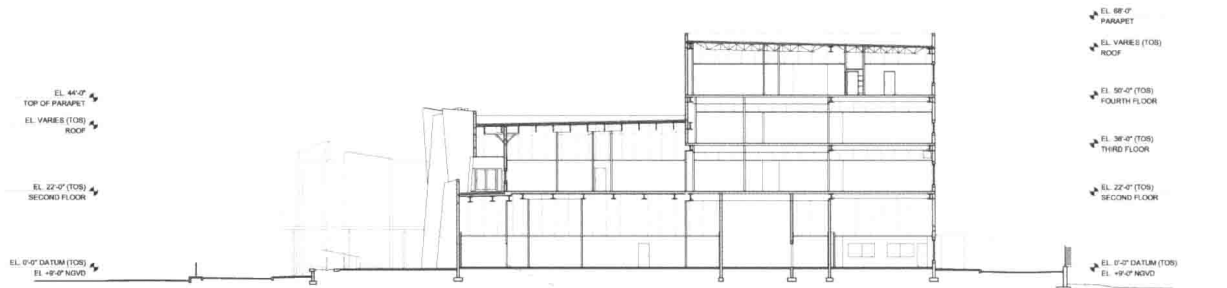
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C TRANSVERSE SECTION
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D TRANSVERSE SECTION
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