

郑州绿地爱华国际学校

ZHENGZHOU GREENLAND AIHUA INTERNATIONAL SCHOOL

设计：UA 尤安设计

地点：河南省郑州市

Design: Urban Architecture

Location: Zhengzhou, Henan Province

操场跑道 Playground runway



项目总建筑师
陈立峰

建筑设计师
陈皓, 郭如意, 潘俊, 邢婧, 韩宇豪, 王恩丹

结构/机电设计
郑州市建筑设计院第一工程设计院

施工单位
康华建筑工程有限公司

占地面积
31,007 m²

建筑面积
32,442.38 m²

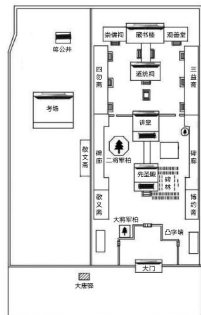
设计周期
2016.12-2017.12

施工周期
2018.4-2019.8

摄影
夏强

爱华学校是中小学一体化的国际学校。一踏入校园,即可感受到其多元的活动空间。设计打破常规方法,有意识地减弱建筑形体的表现力,放平姿态,以“时间容器”为概念,以“四大书院”之一的嵩阳书院为设计蓝本。提取围合元素作为设计母题,结合功能需求对其进行解构,既保持了文化传统的连续性,又创造了新的建筑基本形态。

本项目结合日常教学活动,将三个围合的容器解构成几个院子。以人的成长轨迹为出发点,将活泼的小学部与理性的中学部分开设置,围合出两个主院,并与操场遥相呼应,激活了整个校园。师生的交往和非正式集会场所放置在主院之间,入口广场与操场成直线最短距离,是整个校园的活力轴线。餐厅和宿舍分别放置在主院延伸的两端,形成主院的附属院落。



嵩阳书院平面示意图 Songyang academy plan diagram

校园鸟瞰 Aerial view of the campus



经历小学升入初中,是一个成长的过程,是一件有仪式感的事件。两个成长必经阶段的院子由一条承载着功能的廊道连接,串联了阅读区、游戏区、作品展、风雨操场等功能区,将学校两侧的庭院空间延续到了空中,通过灵活多样的教学空间设计,以满足更多需求。

学生之间的交流能互相启发并提高社交的能力。从这个维度而言,这条廊道是把教学面扩展到教室以外的公共场所,而变得尤为重要。廊道外立面主要用木材打造,局部有放大的空间,在这样简单的结构中,可以让孩子们设计出多种多样的活动方式。

第五立面从传统建筑屋顶作为切入点,就像连绵不断的山峰。山脚下有一处“空中农场”,孩子们可以在这里与自然亲密接触。这既是对文化的继承,也表达了对自然的向往。“空中农场”的建立旨在把学校建筑和教学空间当作教材使用,为缺少接触大自然机会的孩子们提供绿色环保教育,并尽可能地把学校作为小生态系统的,以此作为契机把环境教育渗透到学校物质文化中去。

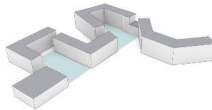
杨·查尔在《交往与空间》中将公共空间中的户外活动分为三类:必要性活动、自发性活动和社会性活动。建筑室外的生活比空间和建筑本身更基本,更有意义。校园生活是必要性的活动,也不随季节环境的变化而改变。本项目的环境塑造考虑到个人或群体的平凡、甚至是琐碎的日常需求。校园内的每一个院落以水、木、石为主要设计元素,营造出雅致学习氛围与可持续发展的生态环境。

校园的户外环境更像一个社交时间的容器。学生对社会知识的学习与运用,主要建立在观察周围社会环境的基础之上。除了获得外部世界的信息外,通过观察、倾听他人也能获得灵感,启发人生。例如,一些孩子看到别的孩子在玩耍,就会情不自禁地想要加入进去;通过观看别的孩子或成人的活动,他们会创造出一些新的游戏。这就是创造一个富有活力的户外活动空间的意义。

通过在这里的日常学习、运动、休闲等活动,本项目希望为用户提供难忘的空间感知与精神满足。



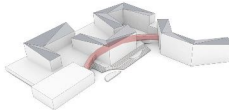
合院 Courtyard



筑台 Building platform



架顶 Shelf top



取景 Gallery

规划生成图 Planning generation analysis

- 1 中学教学楼
- 2 综合楼
- 3 行政办公楼
- 4 小学部教学楼
- 5 食堂
- 6 食堂+体育馆
- 7 宿舍楼

- 1 Teaching building for secondary school
- 2 Teaching complex
- 3 Administration building
- 4 Teaching building for primary school
- 5 Canteen
- 6 Canteen + stadium
- 7 Dormitory



小学部庭院 The courtyard of the primary school department



总平面图 Site plan

PROJECT DIRECTOR
YANG Lifeng

PROJECT TEAM
CHEN Chao, GUO Rui, PAN Jun,
XING Jing, HAN Yulin, WANG Sidan

STRUCTURAL & MEP ENGINEER
Zhengzhou Architectural
Design Institute

CONSTRUCTION COMPANY
Shenghua Construction Engineering
Co., Ltd.

SITE AREA
31,007 m²

GROSS FLOOR AREA
52,442.35 m²

DESIGN PERIOD
2016.12–2017.12

PHOTOGRAPHY
2018.4–2019.8
XIA Guang

Alhwa school is an international school integrating primary and secondary schools. Step into the campus, then feel its diverse activity space. The design breaks the conventional design mode, consciously reduces the expression of the architectural form, puts the posture flat. Based on the idea of "time container" and Songyang academy—one of the four major academies, the design extract the enclosure elements as design motif, and deconstruct it according to the functional requirements, which not only maintains the continuity of cultural tradition, but also provides a new basic form of architecture.

Combining daily teaching activities, the design divided three enclosed containers into several yards. Starting from the track of human growth, the architects separate the dynamic primary school department and the rational middle school department, forming two main yards, which correspond to the playground and activate the whole campus. The place for communication between teachers and students, as well as the place for informal meetings are placed between the two main yards. The entrance square is in line with the playground, which is for the shortest distance, formed the vitality axis of the campus. Canteen and dormitories are placed separately at the extreme ends of the main yard as two affiliated courtyards.

It is a growing process and a ritual event to go through primary school and enter junior high school. The two courtyards which must be passed through during growth stage are connected by a corridor with functions. It connects reading area, game area, exhibition area, outdoor playground and other functional spaces, extending the limited courtyard space of the school into the air. This flexible and diverse teaching space design is expected to meet more teaching requirements.

The communication between students can inspire and improve social skills. From this perspective, the corridor is to expand the teaching area to public places outside the classroom, therefore becomes particularly important. The corridor's facade is mainly made of wood, with enlarged spaces partially. In

such a simple structure, children can design a variety of activities.

The fifth facade starts from the roof of traditional buildings, just like the continuous peaks. There is an "Sky Farm" at the foot of the mountain, where children can get in close contact with the nature. It's an inheritance of culture, and expresses the longing for nature. "Sky Farm" is built to use school building and teaching space itself as teaching materials, to provide education on environment protection to children who has limited access to nature, and to make the school as an ecosystem as much as possible. The design is an opportunity to infiltrate environmental education into the substance of school.

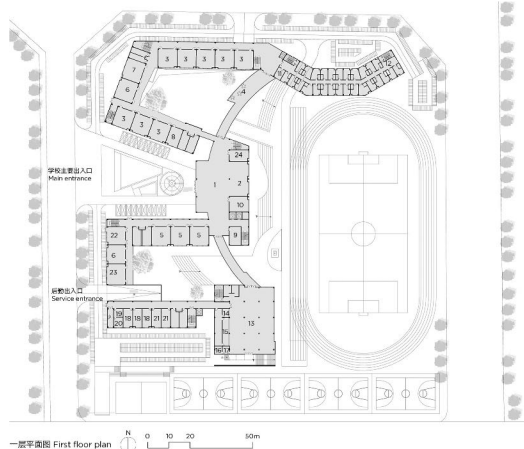
In *Communication and Space* by young Gail, outdoor activities in public space are divided into three categories: necessary activities, spontaneous activities and social activities. The indoor and outdoor life is more fundamental and meaningful than the space and building itself. Campus life is a necessary activity, which does not change with the change of seasonal environment. The outdoor environment shaping takes into account the ordinary, even trivial daily needs of individuals and groups. Each courtyard takes water, wood and stone as the main design elements to create an elegant learning atmosphere and a sustainable ecological environment.

The outdoor environment of campus is more like a container of social time. The development of students' social knowledge is mainly based on the observation of surrounding social environment. In addition to getting information from the outside world, one can also get inspiration and inspire life by observing and listening to others. For example, when some children see other children playing, they can't help but want to join in; by watching other children's or adults' activities, they will create some new games. This is the significance of creating a dynamic outdoor activity space.

The design hopes to provide users with unforgettable space perception and spiritual satisfaction through one's daily learning, sports, leisure and other activities here.

- 1 门厅 / 展览大厅
- 2 接待室
- 3 小学教室
- 4 升旗台
- 5 创客教室
- 6 计算机教室
- 7 图书馆
- 8 教师办公室
- 9 广播站
- 10 音乐教室
- 11 舞蹈室
- 12 美术教室
- 13 食堂
- 14 宿舍
- 15 配餐
- 16 浴室
- 17 医务室
- 18 男卫生间
- 19 卫生间
- 20 值班室
- 21 保安室
- 22 教师办公室
- 23 教师休息室
- 24 档案室

- 1 Lobby / exhibition hall
- 2 Virtue education exhibition hall
- 3 Classroom for primary school
- 4 Open learning space
- 5 Maker classroom
- 6 Computer room
- 7 Faculty's office
- 8 Teacher's lounge
- 9 PE office
- 10 Broadcast office
- 11 Dormitory administrator's room
- 12 Boy's dormitory
- 13 Canteen
- 14 Flour-food kitchen
- 15 Catering room
- 16 Cleaning room
- 17 Tableware recycling
- 18 Administrator's dormitory
- 19 Janitor's room
- 20 Duty room
- 21 Shower room
- 22 Fire control room
- 23 Faculty's activity center
- 24 Archive room



一层平面图 First floor plan

