

SCHOOL DESIGN PROJECT

FOURTH YEAR

SITE ANALYSIS

RESEARCH

CONCEPT DEVELOPEMENT

DESIGN CONCEPT

DESIGN EVOLUTION

DESIGN DEVELOPMENT THROUGH MODELS AND SKETCHES

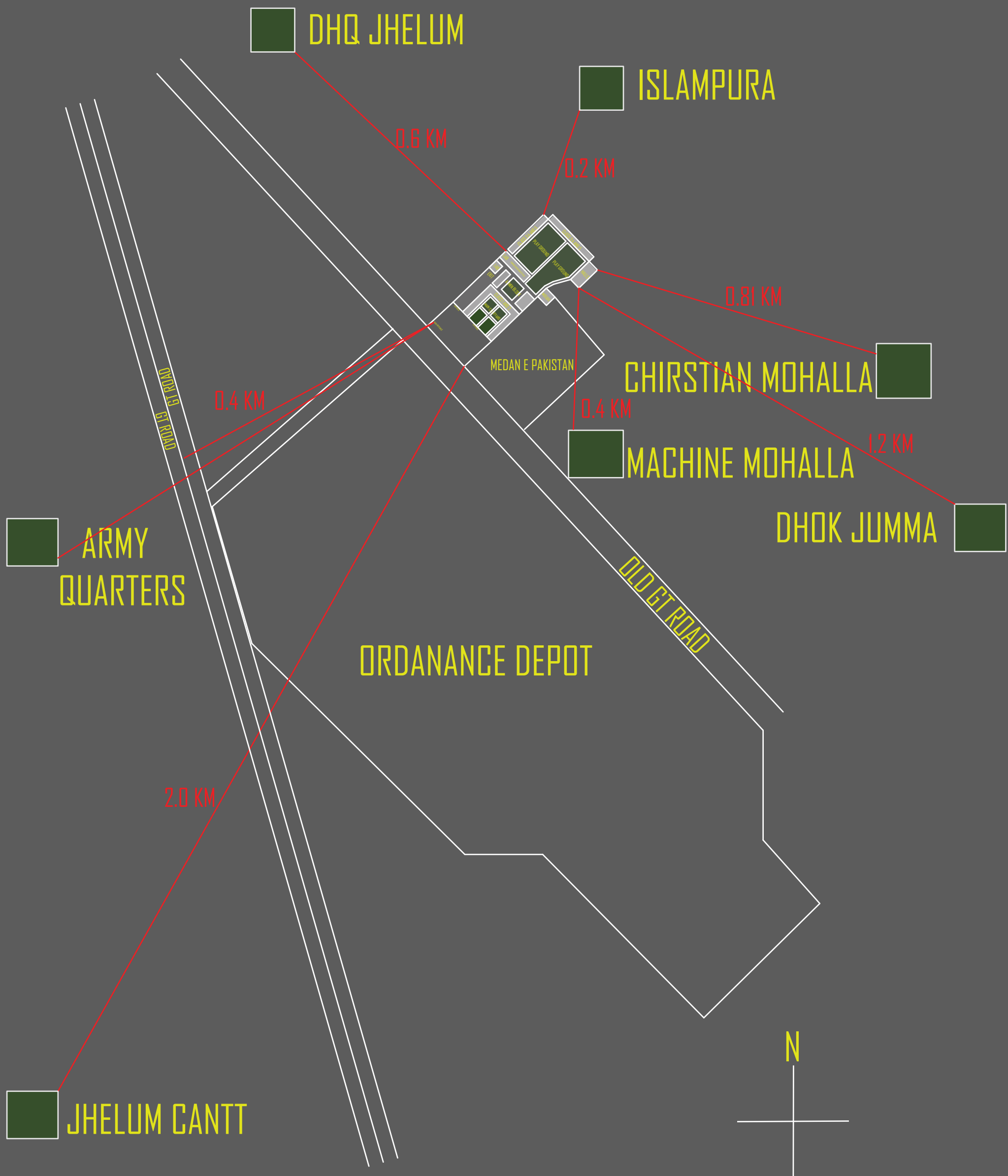
PLANS

MASTERPLAN

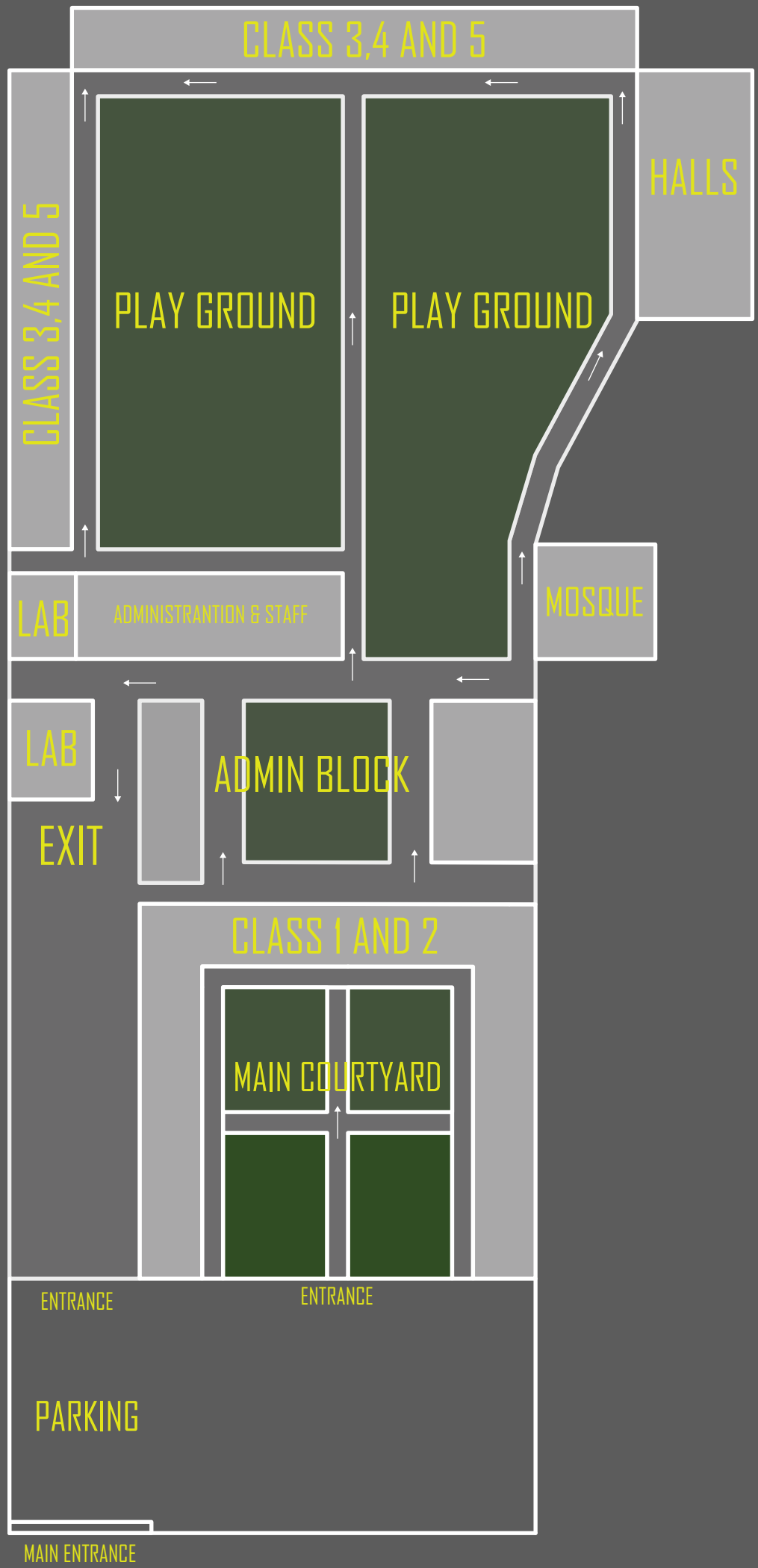
MUHAMMAD MURTAZA AHMAD

ROLL NUMBER : 336

GOVT. BOYS PRIMARY SCHOOL, JHELUM



SCHOOL & COMMUNITY



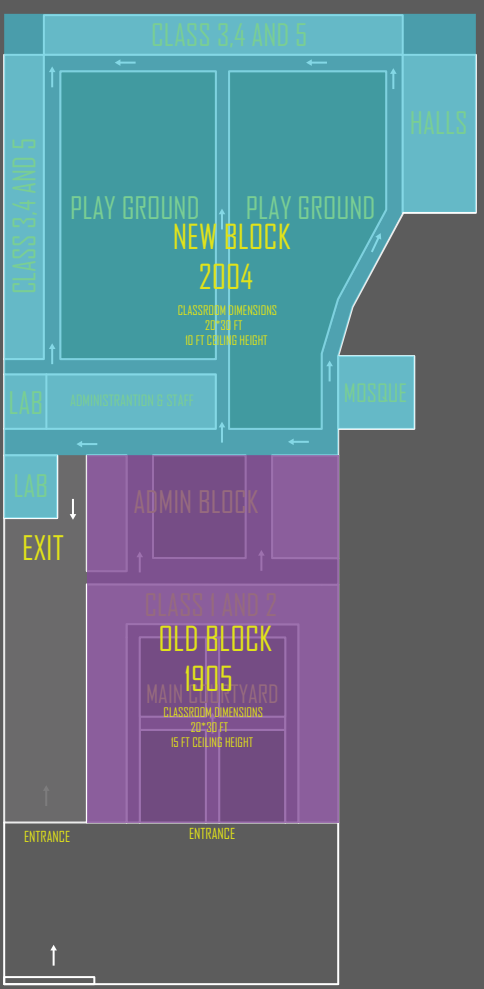
SCHOOL MASTERPLAN

TOTAL ROOMS : 31
CLASSROOMS IN USE : 15
OLD BOOK ROOMS : 10
LABS : 2
ADMIN ROOMS : 3
STAFF ROOM : 2
TOTAL STUDENTS : 400
TOTAL STAFF : 25

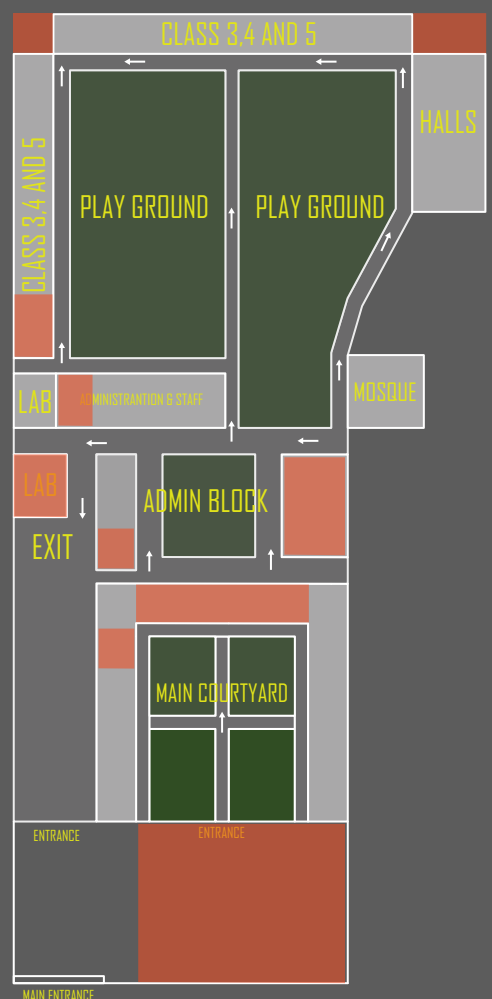
ANALYSIS



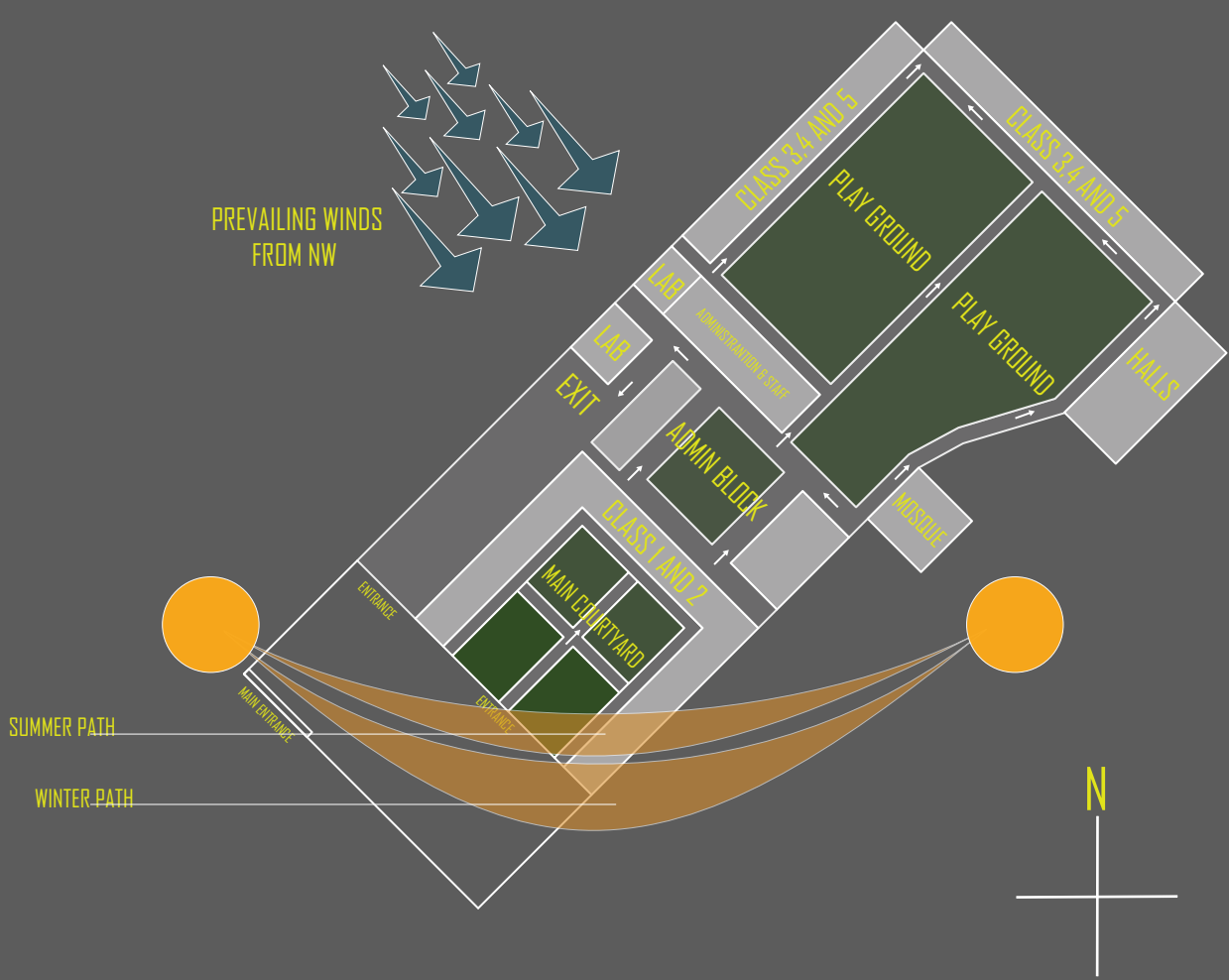
OPEN AREAS



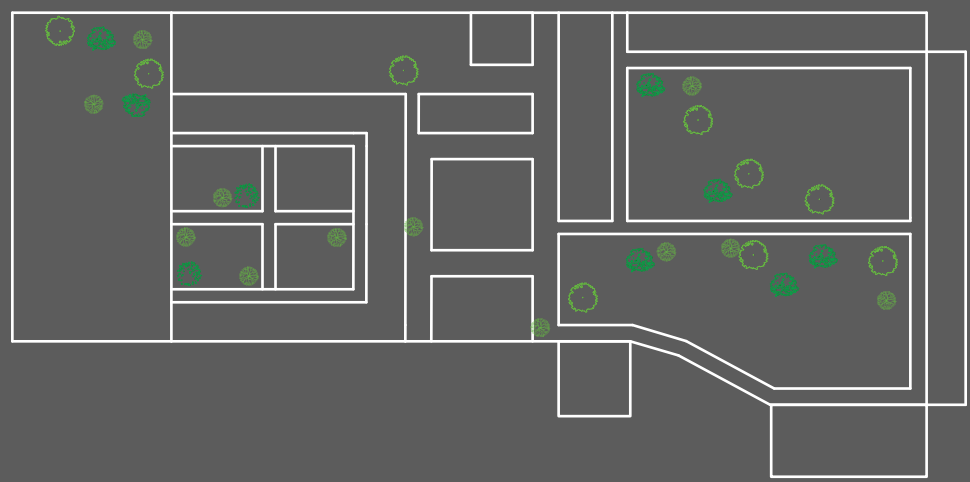
NEW & OLD CONSTRUCTION



NON-FUNCTIONING SPACES



SUN & WIND PATH



PLANTATION

MUHAMMAD MURTAZA AHMAD
ROLL NUMBER : 336

THE EAST AND THE WEST

THE TWO EDUCATIONAL SYSTEMS HAVE PROFOUNDLY DIFFERENT ORIGIN, WHILE WESTERN EDUCATION HAS ITS ROOTS IN ATHENS, ROME AND JUDEO CHRISTIANITY, EASTERN EDUCATION HAS BEEN INFLUENCED BY ISLAM, CONFUCIANISM, TAOISM AND MAHAYANA BUDDHISM. CONSEQUENTLY, WESTERN EDUCATION FOLLOWS THE WAY PLATO AND ANCIENT GREEK THINKS. AS A RESULT, THEY VALUE INDEPENDENT LEARNING AND CRITICAL THINKING WHILE ON THE EAST PASSIVE LEARNING IS A MORE ACCEPTABLE METHOD.

IN GENERAL TERMS, WESTERN EDUCATION EMPHASIZES ON UNDERSTANDING (MEANINGFUL LEARNING), WHILST EASTERN EDUCATION EMPHASIZES ON MEMORIZING (ROTE LEARNING).

IN THE WEST:

- Education is a cultural necessity for developing a stable society
- Understanding the material, critically evaluating
- Open discussions

IN THE EAST:

- Memorizing the material
- Highly competitive
- Focus on examination and grades

Attitude towards the students:

IN THE WEST:

- Creativity and independent thinking are highly encouraged
- Mistakes are treated in a positive manner — the students are not afraid to do mistakes as they can learn from them and do better next time
- Complementing the students when they perform well or excel

IN THE EAST:

- Strictly followed rules
- Conformity is encouraged
- Criticism is used as a way to encourage students to perform better

DESIGN OBJECTIVES

FREEDOM AND RIGHTS TO TAKE CHARGE OF THEIR OWN LEARNING

TEACHERS ARE RESPONSIBLE TO HELP AND GUIDE THE STUDENTS

STUDENTS TAKING CONTROL OF THEIR OWN LEARNING PROCESS

SELF-MANAGEMENT

LEARNING AND UNDERSTANDING

SENSE OF OWNERSHIP

MORAL VALUES

TEACHER-STUDENT RELATION

STUDENT-STUDENT RELATION

UNLOCKING MAXIMUM POTENTIAL

DESIGN CONCEPT

A WELL BALANCED MIXTURE OF EASTERN AND WESTERN EDUCATION SYSTEM IN ORDER TO ENHANCE CULTURAL & MORAL VALUES . AND TO HAVE A DEEPER UNDERSTANDING OF THE WORLD.

DESIGN CONSIDERATIONS

-SEPERATE SPACE FOR EACH STUDENT TO ENHANCE CREATIVITY AND IMAGINATION

-USE OF TRADITIONAL ARCHITECTURAL ELEMENTS TO MAKE THE STUDENT UNDERSTAND CULTURE THROUGH ARCHITECTURE

-WOOD & STEEL WORKSHOPS FOR STUDENT TO MAKE THEIR OWN THINGS

-SEPERATE BUILDING MODULE FOR EACH GRADE.

-USE OF NATURE

PRACTICAL LEARNING OVER THEORETICAL LEARNING

SKETCHES



USE OF TRADITIONAL ELEMENTS



SEPERATE BUILDING MODULES



SEPERATE SPACES FOR STUDENTS



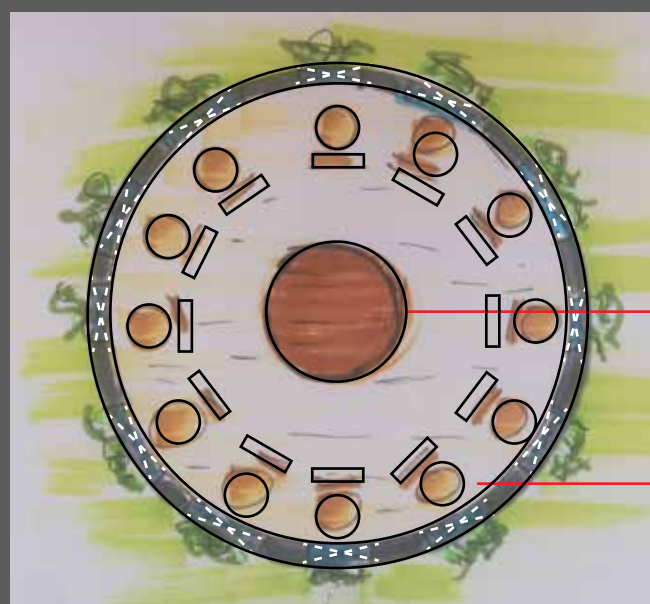
USE OF NATURE

SCHOOL PROGRAM

- PROPERLY VENTILATED CLASSROOMS WITH AIR EXCHANGE
- FORMAL SPACES
- INFORMAL SPACES
- INDIVIDUAL SPACES
- WORKSTATIONS (WOOD,STEEL ETC.)
- ADMINIDTRATION
- VERTICAL FOREST FOR PRACTICAL LEARNING EXPERIENCE
- LAWNS AND GARDENS
- ROOF GARDENS

AFTER SCHOOL PROGRAM

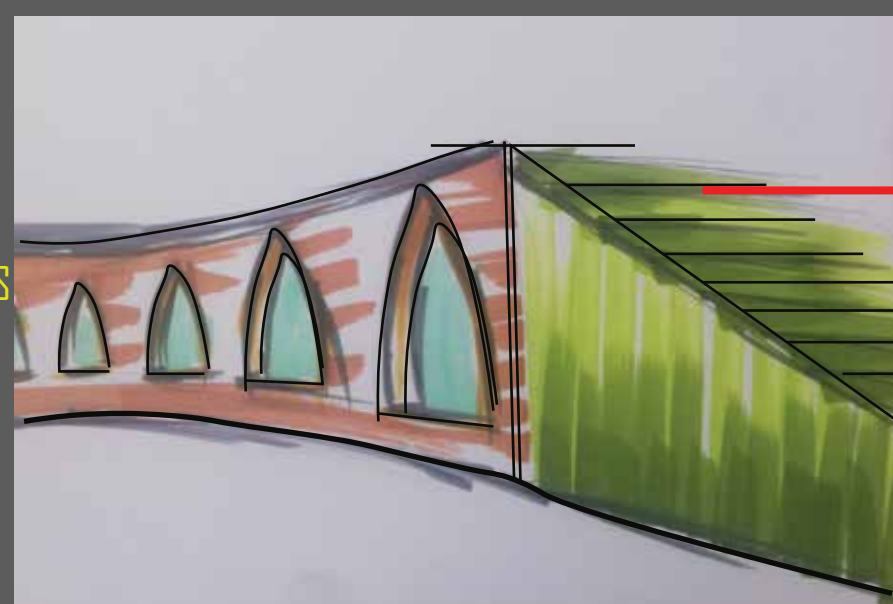
- WORKSTATIONS OPEN FOR STUDENTS AND THEIR GARDIANS TO PROMOTE LOCAL CRAFT
- COMMUNITY GATHERINGS
- FORMAL EVENTS
- LIBRARY



CLASSROOM LAYOUT INDIVIDUAL SPACES FOR EACH STUDENT

CENTER STAGE TO SHARE IDEAS

SEPERATE WORK SPACES



ROOF GARDEN WITH CLASSROOMS

STEPPED ROOF GARDEN



IDEATION SKETCHES

MODELS

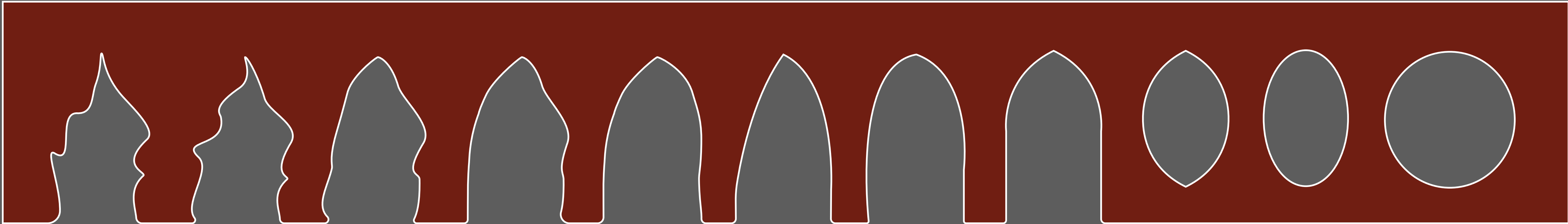


KEYWORDS

VALUES
FEAR
BOLD
PUZZLE
CONFUSION

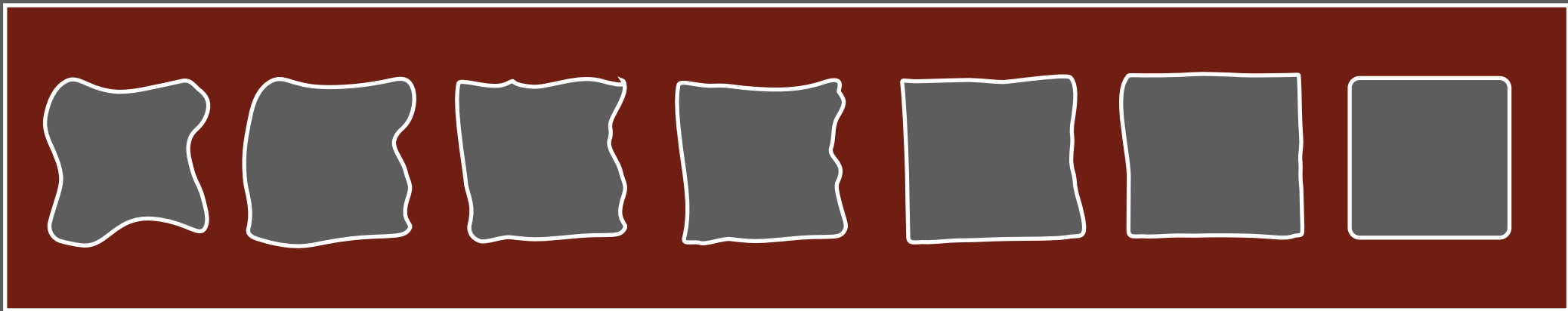


DESIGN EVOLUTION

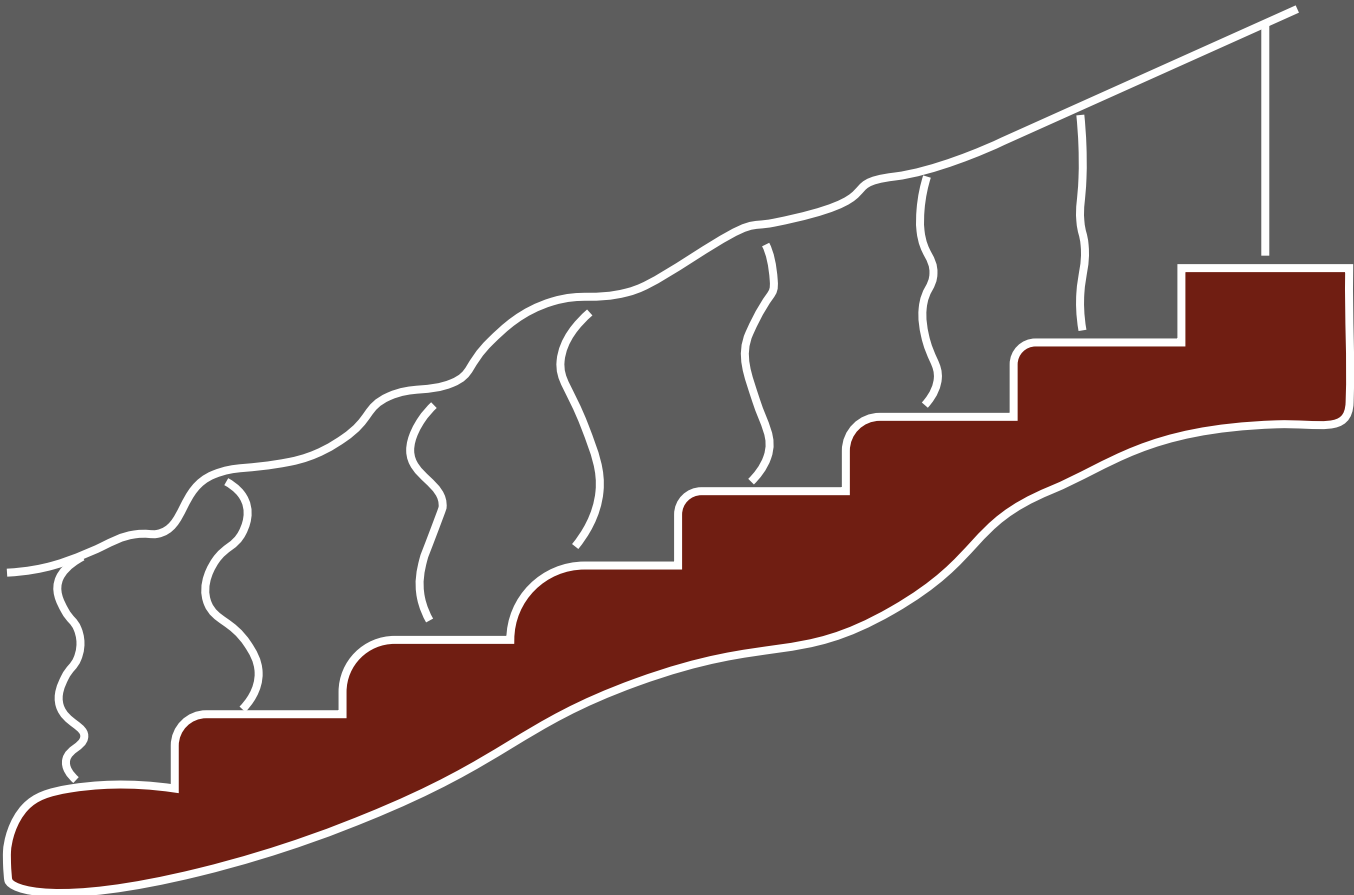


EVOLUTION OF ARCH

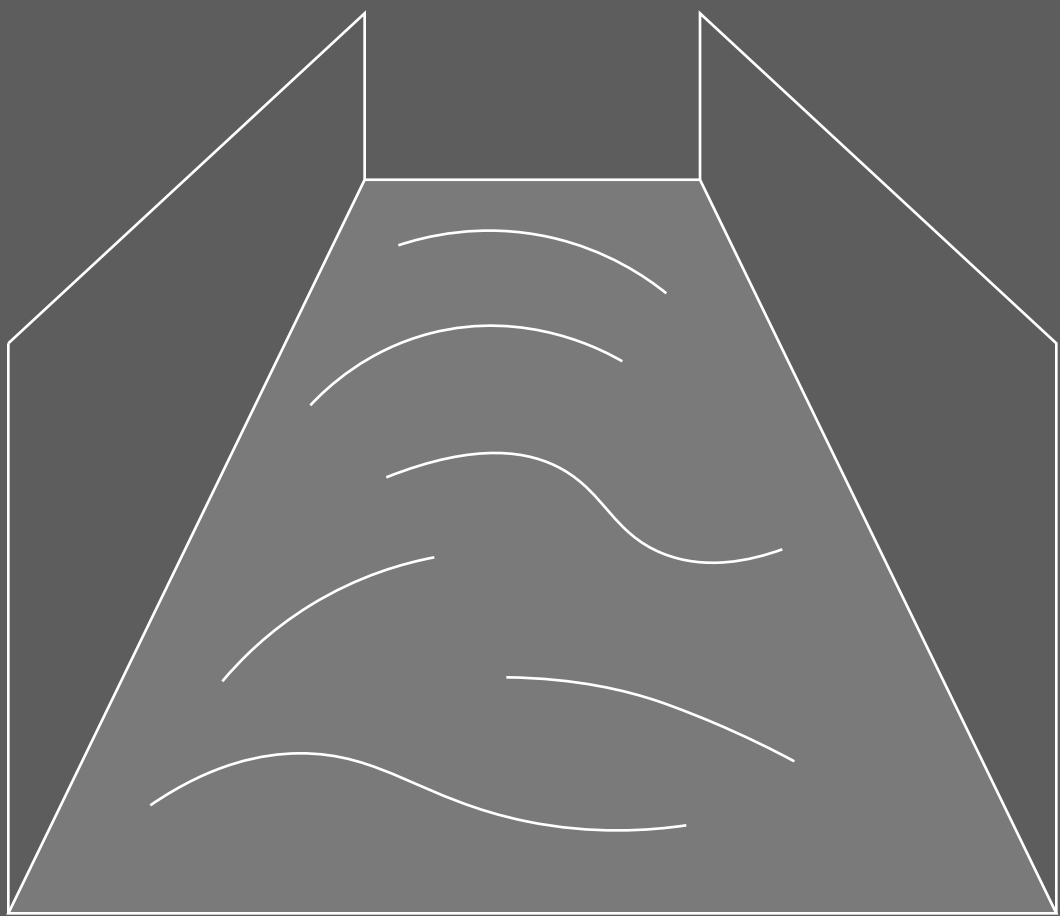
THE TRANSFORMATION OF IRRELUGAR ARCH INTO REGULAR AND THEN A SYMMETRICAL SHAPE DEPICTS THE PHYCHE OF A CHILD IN HIS GROWING STAGES. USING THESE EVOLVING DESIGNS WILL DISCOURGE THE STUDENTS TO DEVELOPE A HOSTILE AND A RIGID NATURE . AND WILL HELP THEM WITH THERE IMAGINATION



EVOLUTION OF WINDOWS

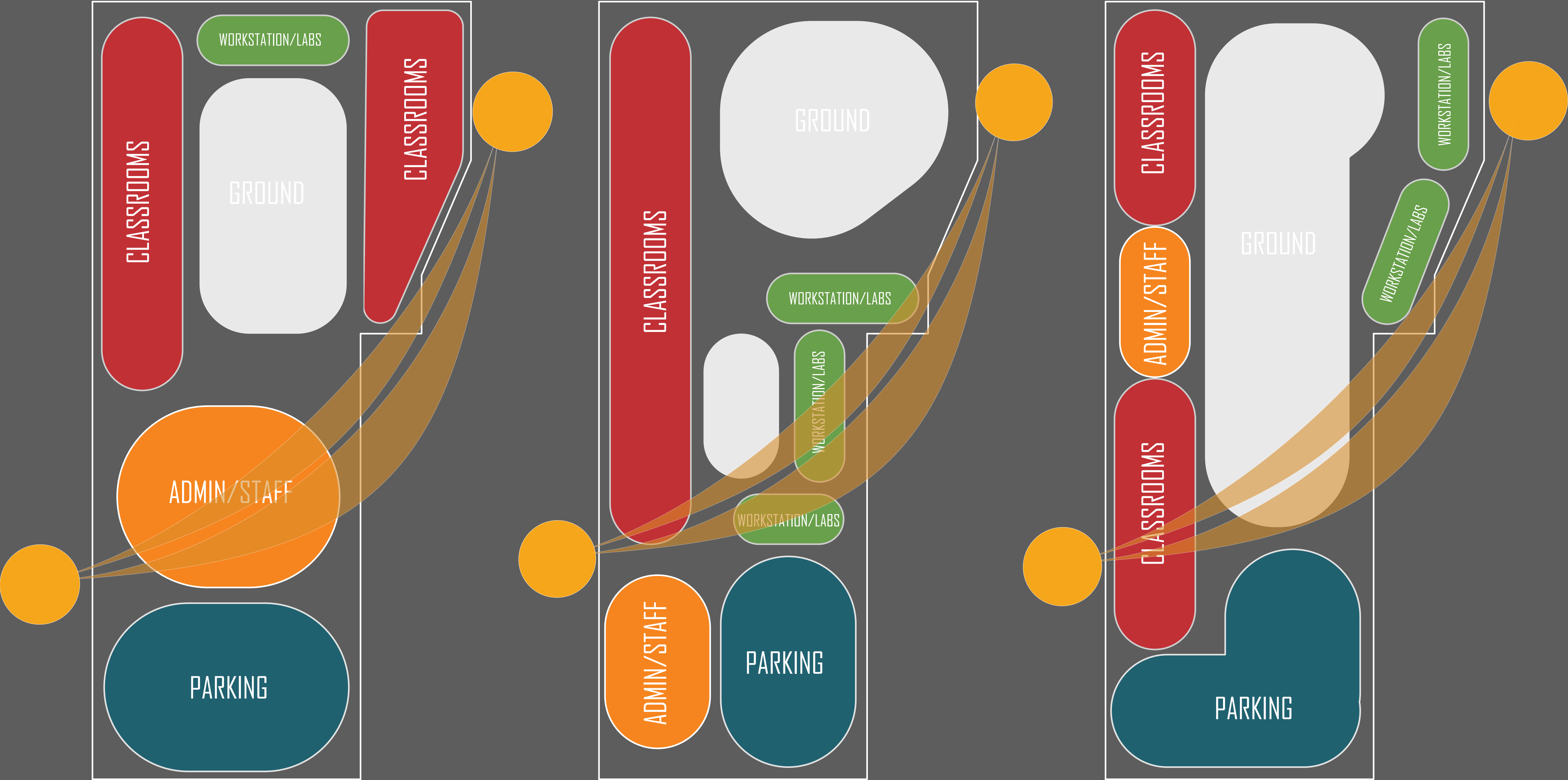


EVOLUTION OF STAIRS



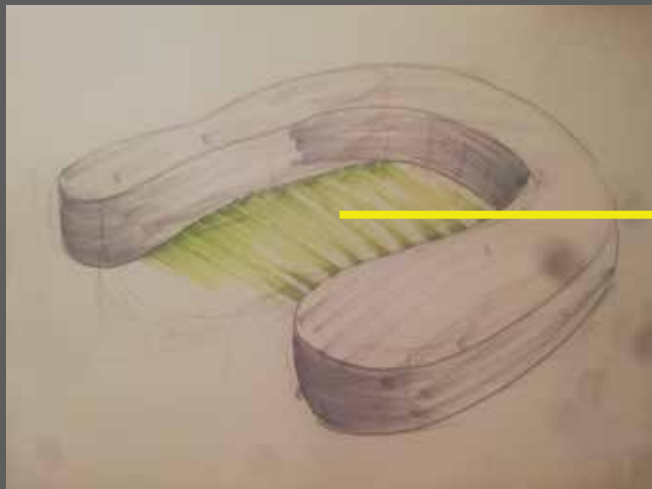
IRREGULAR CORRIDOR FLOORS

ZONINGS



DESIGN DEVELOPMENT PROCESS

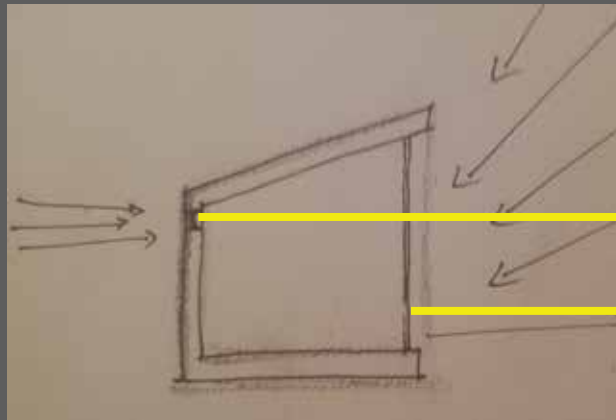
CLIMATE LAYER



ONE COMMON SPACE



SOUTH FACING FACADE

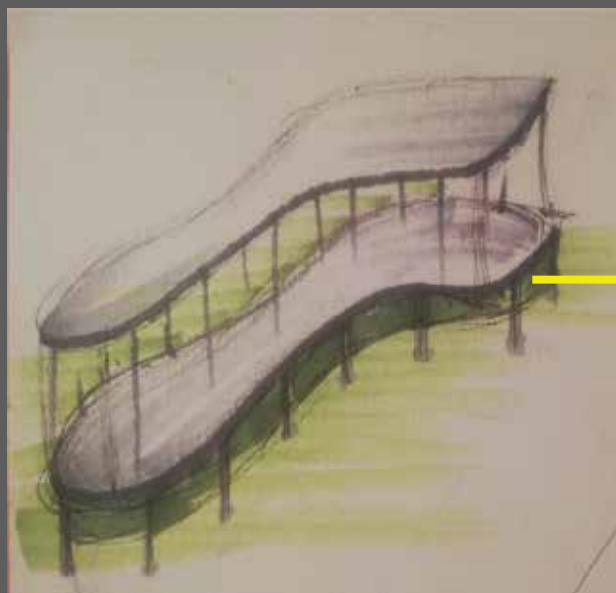


WIND FLOW

SOUTH FACING WINDOWS



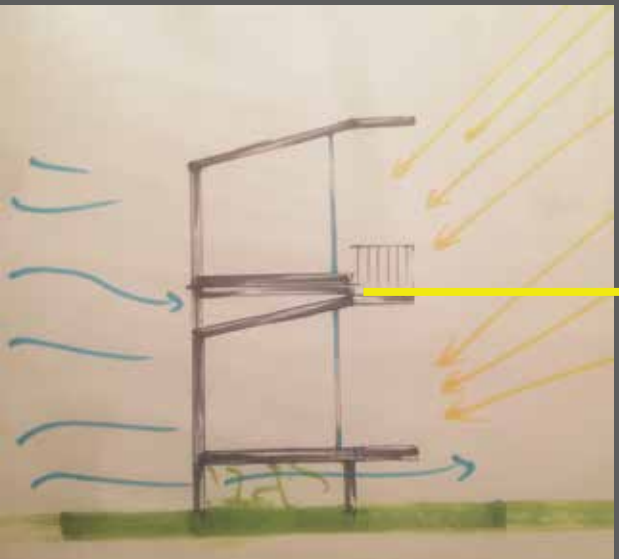
RAISED STRUCTURE



HORIZONTAL FOREST MICRO CLIMATE

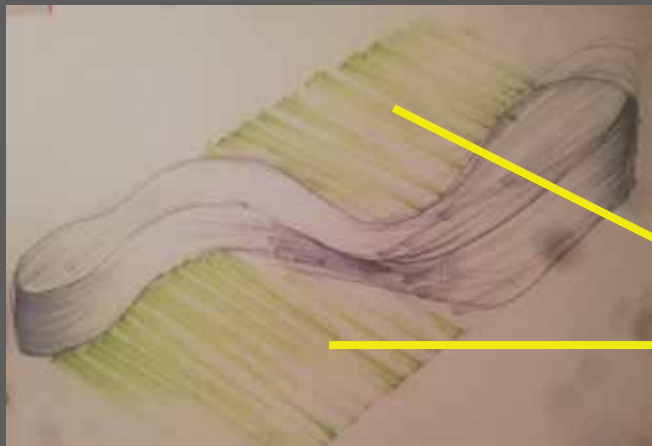


ADDING CORRIDORS



FLOW OF AIR THROUGH THE STRUCTURE

FLIPPING THE MODEL

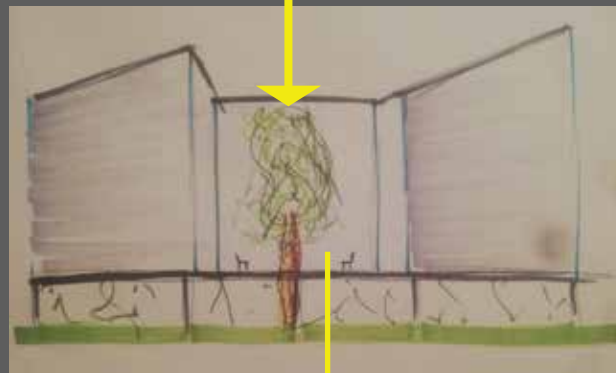


TWO COMMON SPACES

CONNECTION



CONNECTING THE SPACES



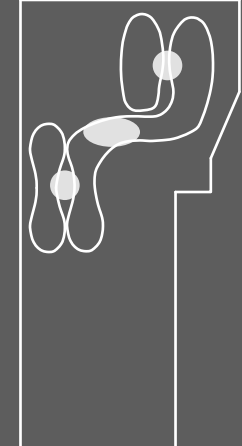
BUFFER ZONE

NEST



ADDING SUN SHADES

ADDING LEVELS



BUFFER ZONE



STUDIO/WORKSTATION
CLASSROOMS 1 & 2

CLASSROOMS 3, 4 & 5



COVERED SPACES

DESIGN DEVELOPMENT PROCESS

ADDING OTHER PROGRAMS



CYCLING PLATFORM



LIBRARY

ADDING A LEVEL



CLASS ONE MODULE



SCHOOL ENTRANCE



ADDING SHADE



CYCLING RAMP



IRREGULAR STAIRS OPENING
IN THE RAISED PLATFORM



CYCLING RAMP
VERTICAL FOREST

MASTERPLANS

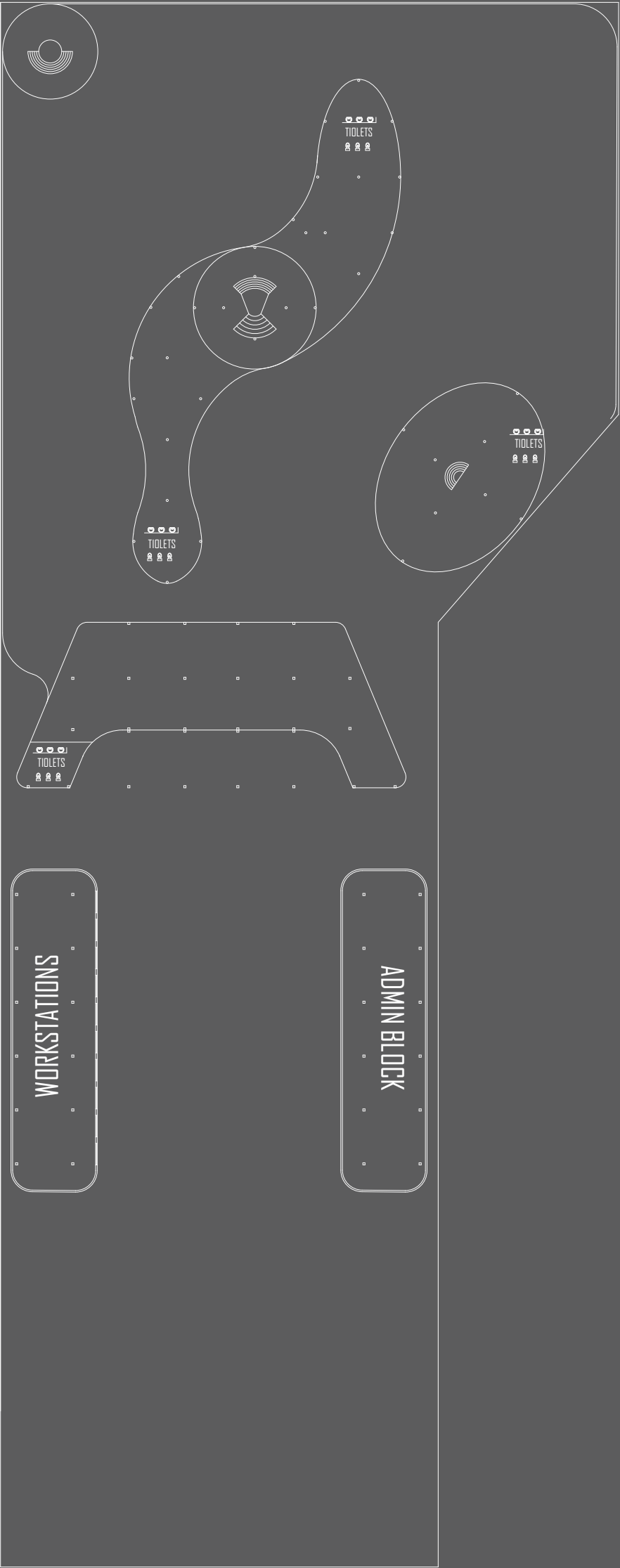


ADDING AFTER SCHOOL PROGRAMS

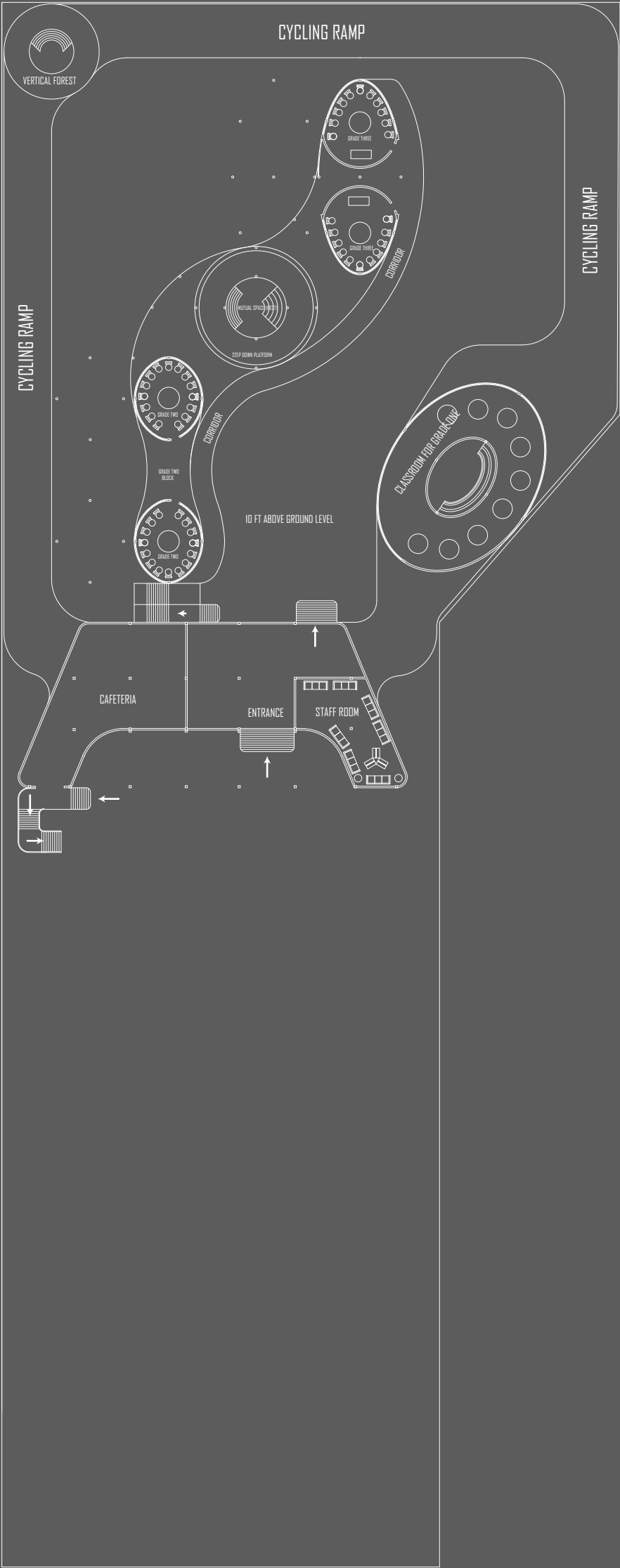


FINAL MASTERPLAN

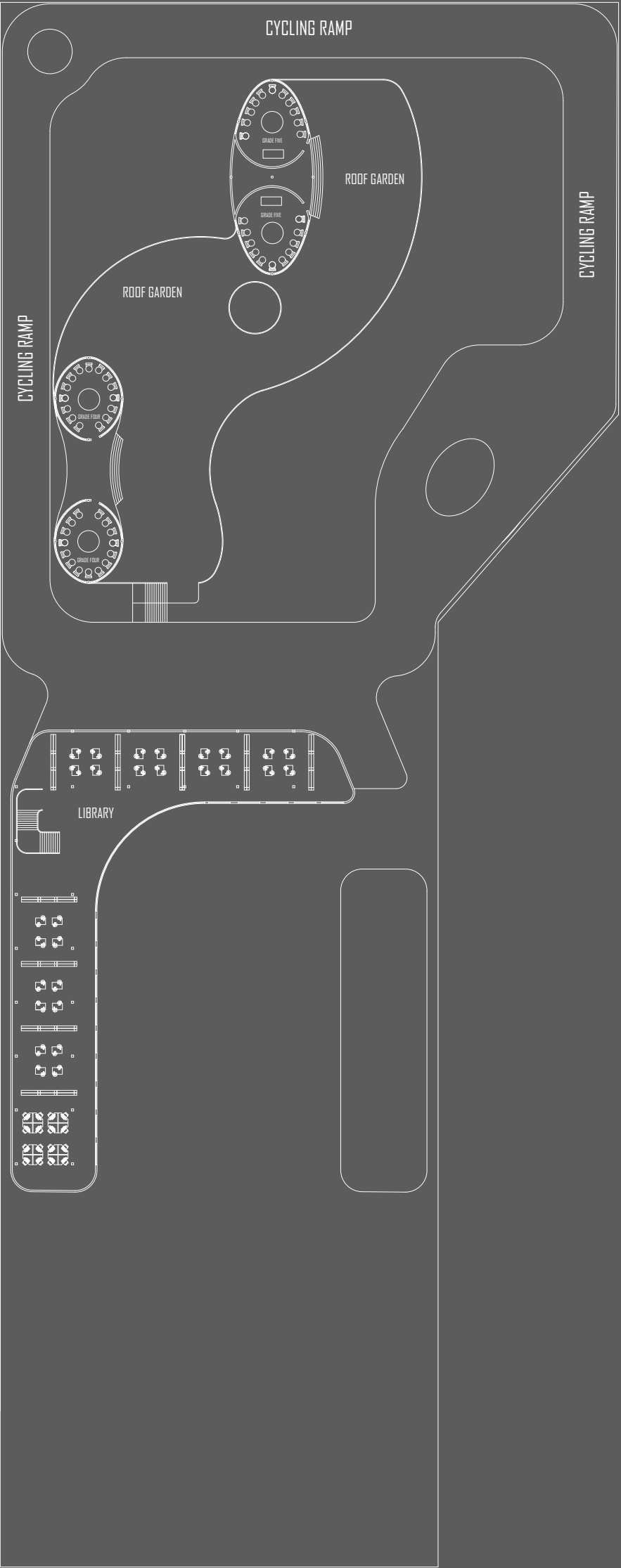
PLANS



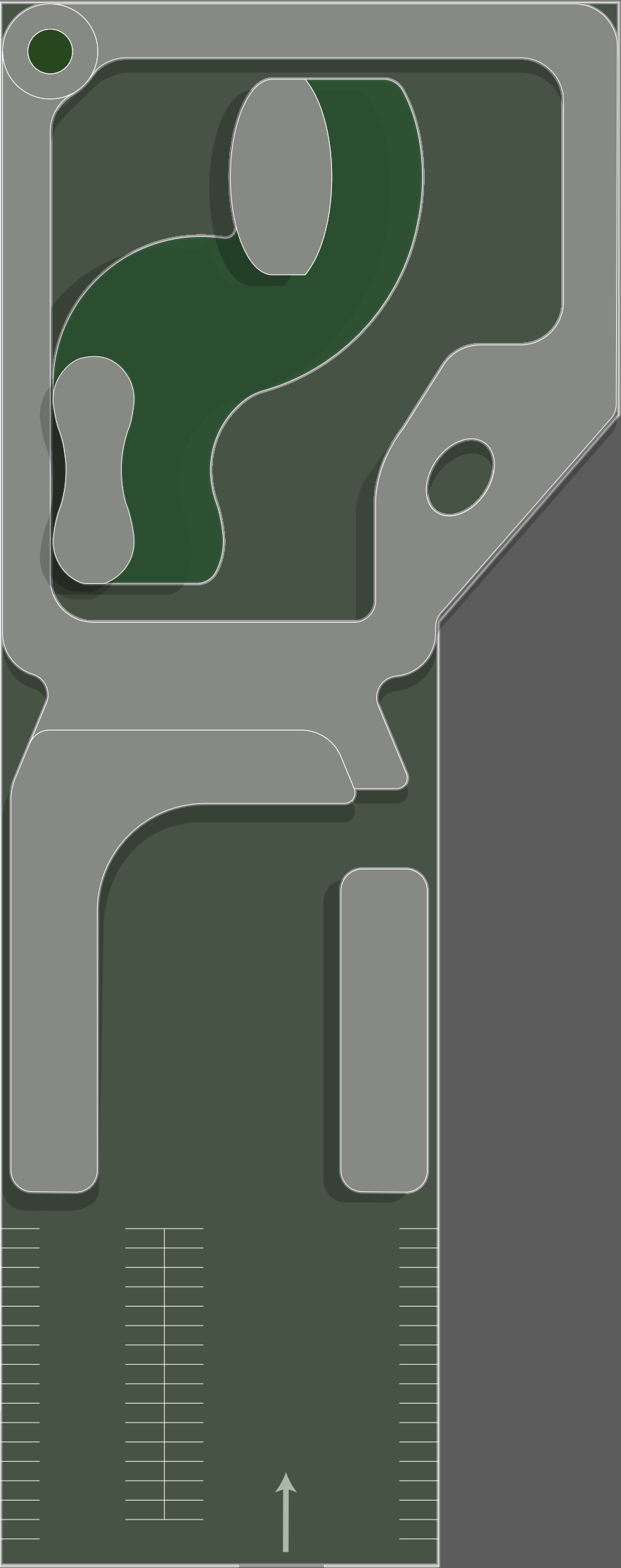
GROUND FLOOR PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN



MASTERPLAN