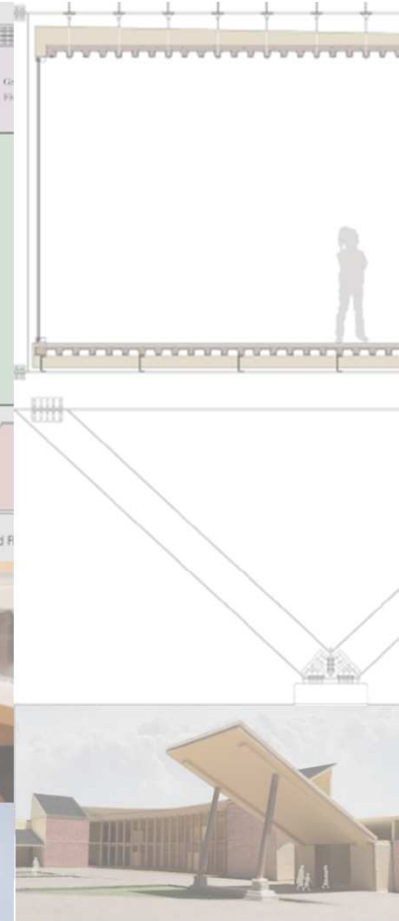
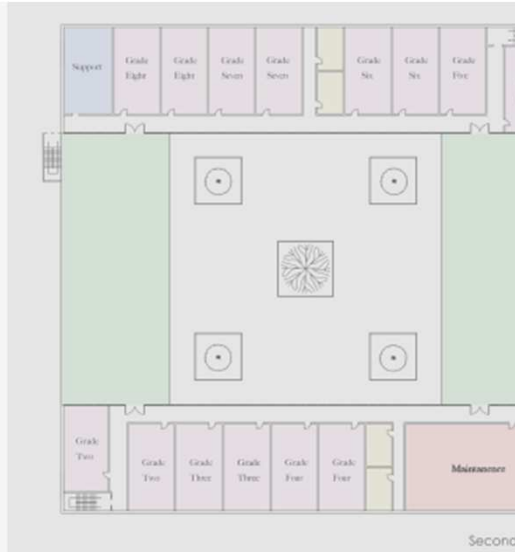


April 19, 2016

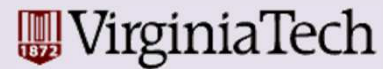
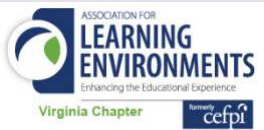
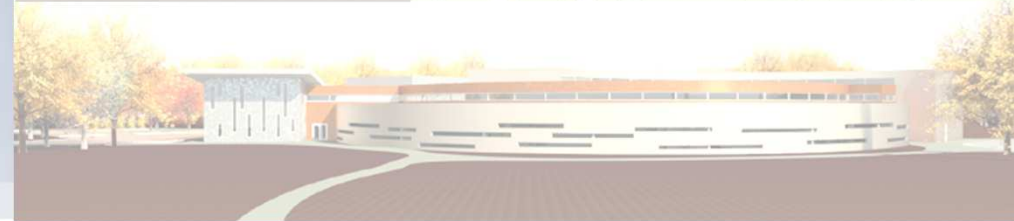


2015-16 Student Design Competition



FIRST FLOOR PLAN

SECOND FLOOR PLAN



Purpose of the Competition

- Expand the diversity of attendees at the annual conference by encouraging participation at the university level
- Student opportunities: educational facility planning, collaboration with design professionals, presentation skills, career development
- Add a “student perspective” component to the annual conference

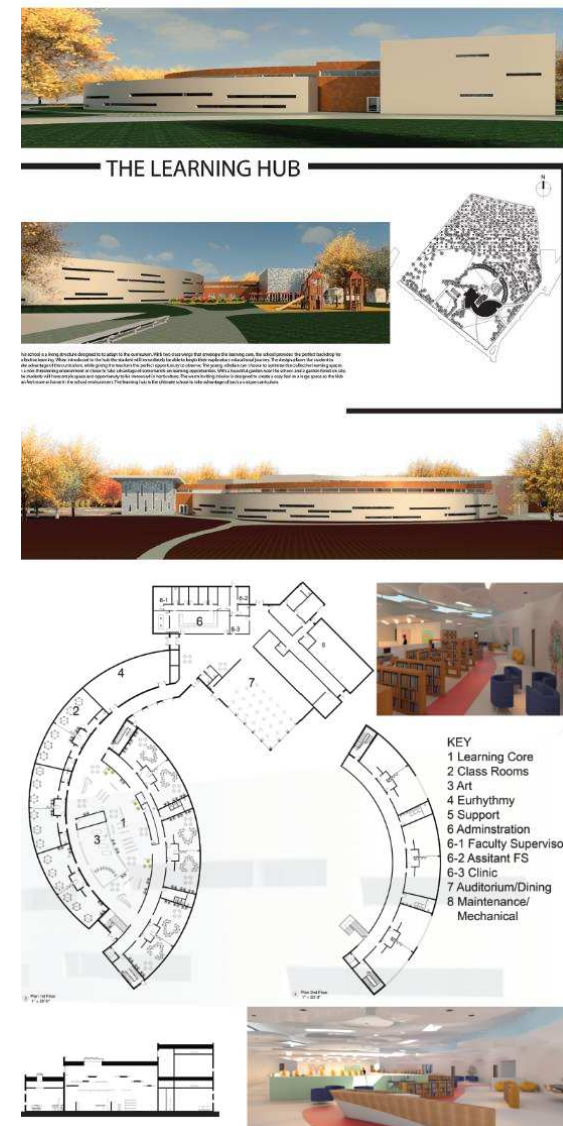


Competition Overview

- Students at Virginia Tech and Hampton University competed independently
- 2 classes total:
 - 1 studio at Virginia Tech
 - 1 studio at Hampton University

Awards per Each Class

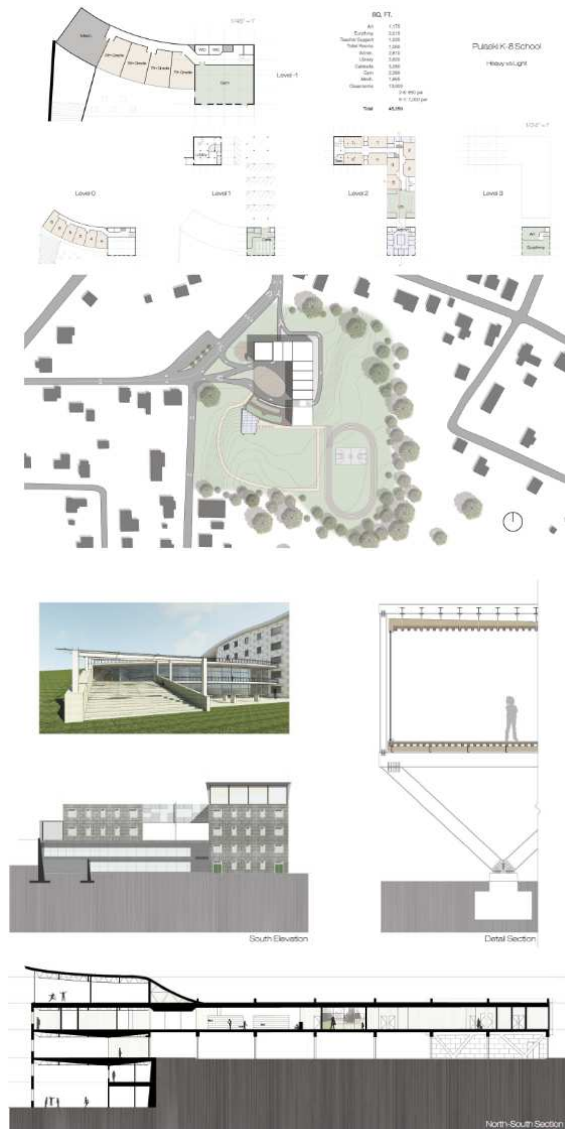
- First Place:
 - \$500 award | Conference expenses (present design) | Plaque
- Second Place:
 - \$250 award | Conference expenses (present design) Certificate
- Honorable Mentions:
 - Certificate



Competition Overview

Mentoring Teams

- **Virginia Tech:**
 - Ben Copeland: Lynchburg City Schools
 - Elaine Fogliani: Crabtree Rohrbaugh & Associates
 - Corey McCalla: Moseley Architects
 - Derek McCalla: Moseley Architects
 - Ben Motley: RRMM Architects
- **Hampton University:**
 - Laura Battaglia: Studio Battaglia
 - Jamie Garcia: RRMM Architects
 - Stephen Halsey: Moseley Architects
 - Jason Howell: RRMM Architects
 - Tom Maynard: Moseley Architects
 - Keith Webb: Newport News Public Schools



Competition Overview

- Program on the Humanistic Approach to Pedagogy
- Design a K-8 School for 270 students
 - Pedagogy places an emphasis on creativity and imagination in the learning environment through the integration of the intellectual, artistic and practical development of its students.
 - Many instructional activities are practical and hands-on in their execution.
 - This pedagogy is also designed to support and nurture the various stages of child development identified generally as:
 - from birth to 6-7 years
 - from 6-7 years to 14 years and
 - from 14-18 years.
- Project Focused on First Two Stages



Collaboration

Competition Overview

- Curriculum activities for these two phases include:
- Pre-School and Kindergarten
 - Storytelling, puppetry, creative play
 - Singing, eurhythmmy (movement)
 - Games and finger plays
 - Painting, drawing and beeswax modeling
 - Baking and cooking, nature walks
 - World language and circle time for festival and seasonal celebrations
- Elementary and Middle School
 - English based on world literature, myths, and legends
 - History that is chronological and inclusive of the world's great civilizations
 - Science that surveys geography, astronomy, meteorology, physical and life sciences
 - Mathematics that develops competence in arithmetic, algebra, and geometry
 - World languages; physical education; gardening
 - Arts including music, painting, sculpture, drama, eurhythmmy, sketching
 - Handwork such as knitting, weaving, and woodworking



Competition Overview

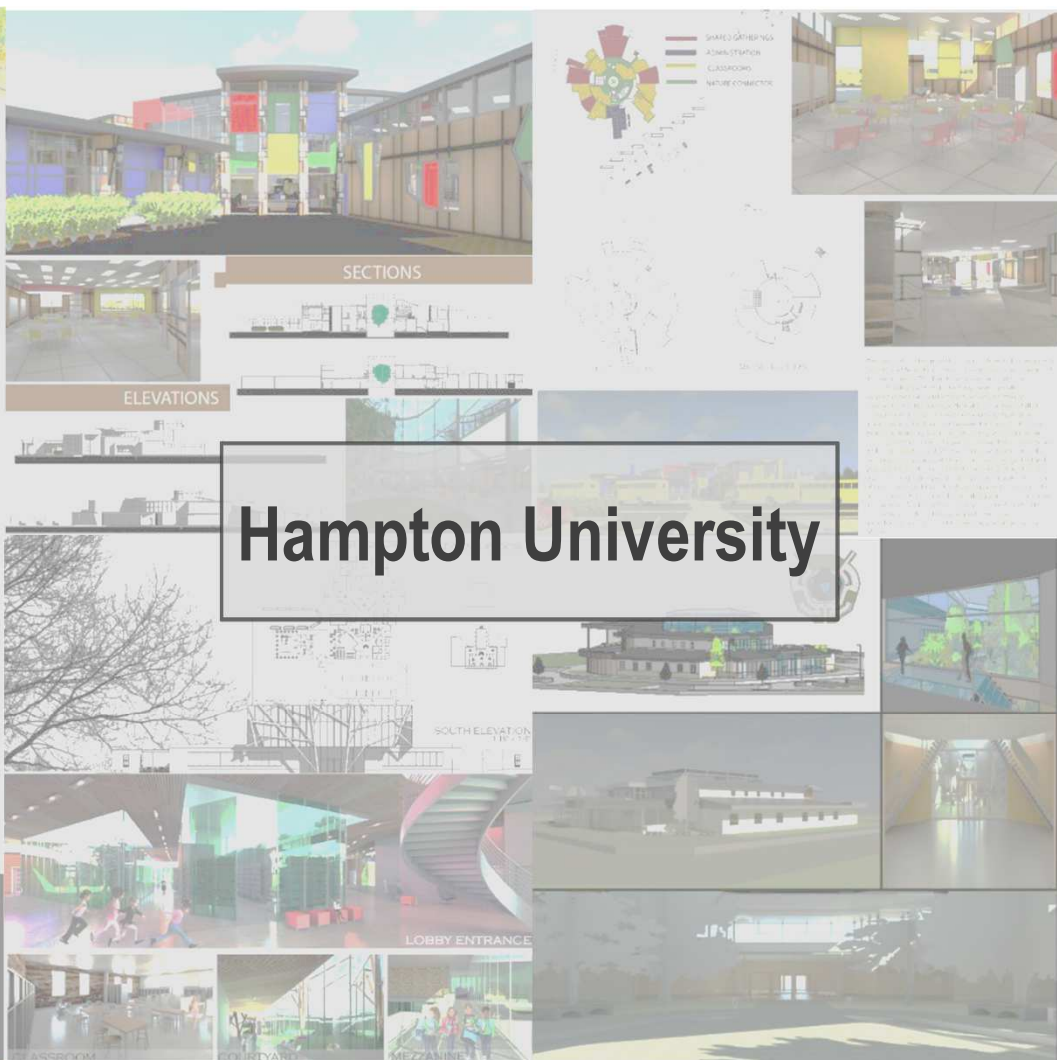
- Sites selected by each university
 - Staff parking for 25
 - Visitor parking for 10
 - Service drive for deliveries
 - Parent drop-off
 - (1) 50' x 60' playground
 - (1) 50' x 80' paved play area
 - Outdoor learning areas for classroom, science, performance, and horticulture
- 4th year architecture students:
 - Hampton University: 6 weeks to complete
 - Virginia Tech: 10 weeks to complete



Judging Criteria

- Creativity
- Learning Enhancement Potential
- Educational Functionality
- Presentation Quality

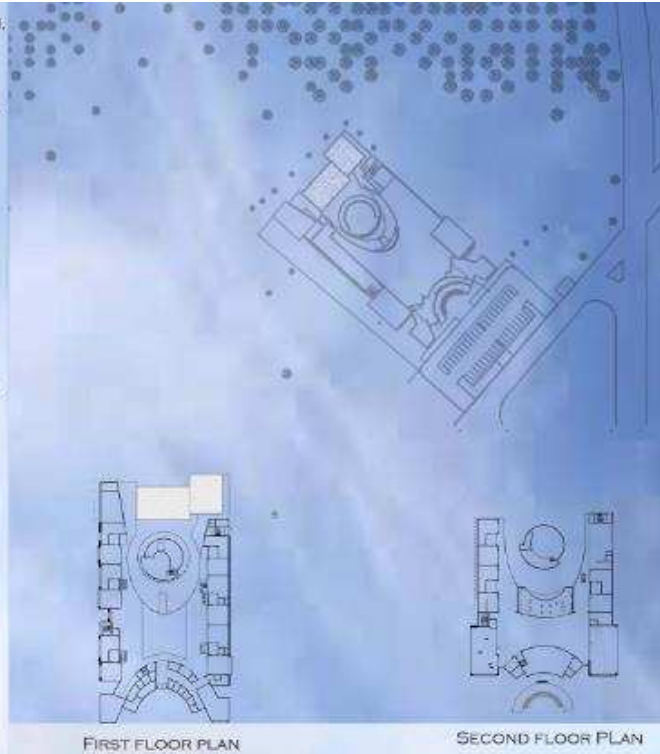




Honorable Mention: Kenya Darling

Hampton University

AS STUDENTS' PROGRESS IN THEIR EDUCATION, THE PERCEPTION OF SCHOOL IS TRANSFORMED, NO LONGER PERCEIVED AS A PLACE OF OPPORTUNITY, BUT A CONCEPTION OF RESPONSIBILITY AND RESTRICTION. IN EFFORT TO CREATE AN ENVIRONMENT ADDRESSING THE DESIRES OF THE STUDENTS', WE MUST LEARN HOW TO "TRUST THE CHILDREN. THE DESIGN FOR THIS SCHOOL ORIGINATED FROM THE INTERNATIONAL SYMBOL OF HUMANISM, "THE HAPPY HUMAN". THE COLOR YELLOW IS USED WITHIN THE DESIGN, PROMOTING CHEERFULNESS, OPTIMISM, LOGIC, AND ENTHUSIASM. BY REFRAINING FROM THE TYPICAL GRADE ORGANIZED CLUSTERS, STUDENTS ARE ABLE TO INTERACT WITHIN A SERIES OF SPACES, INCLUDING THE COURTYARD AND COLLABORATION SPACES WHICH ARE NOT SUBJECTED TO A SPECIFIC GRADE LEVEL.



Honorable Mention: Kenya Darling

Hampton University



Jury Comments:

- ---



Second Place: Uri Cooper

Hampton University



Second Place: Uri Cooper

Hampton University

Survey Comments:

Jury Comments:

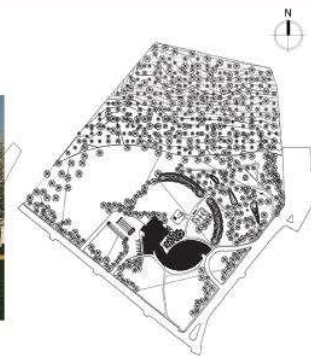


First Place: Steven Jones

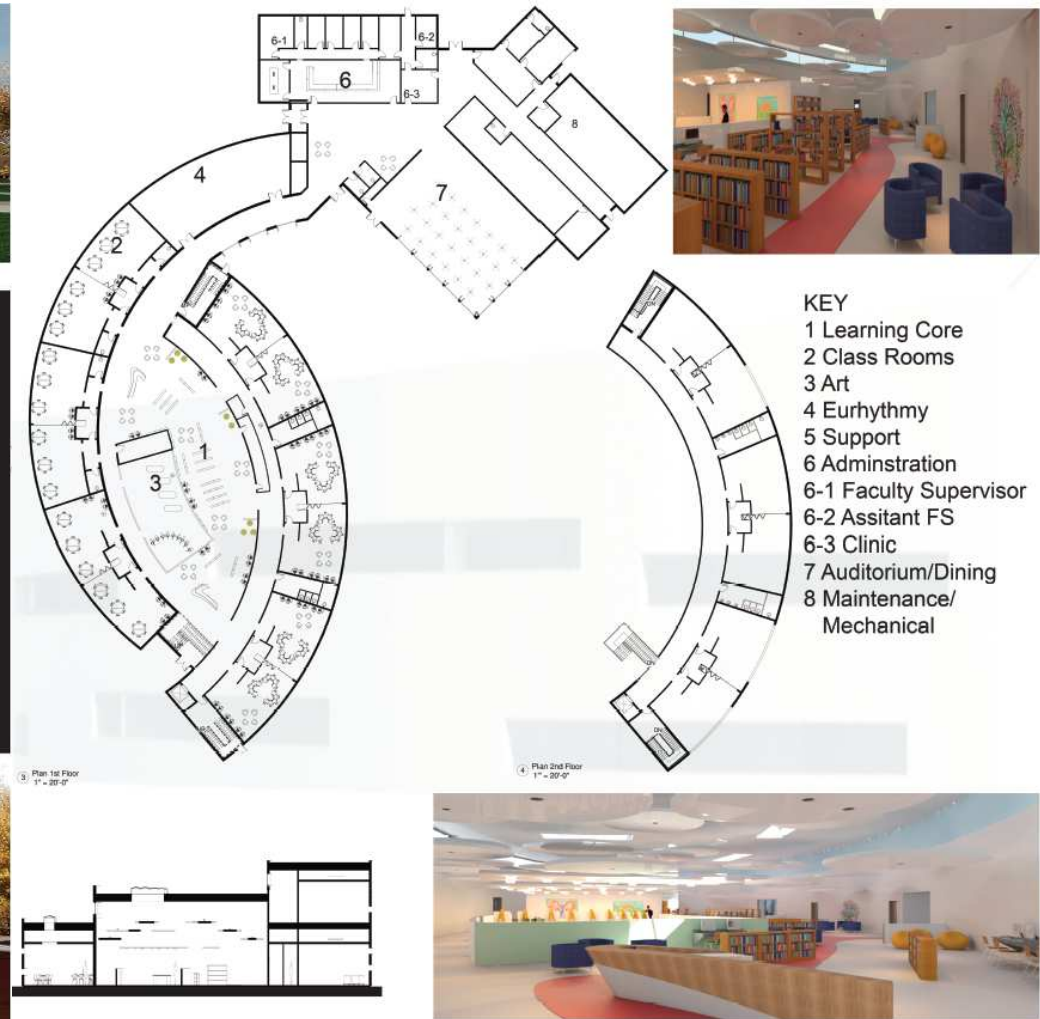
Hampton University



THE LEARNING HUB



This school is a living structure designed to adapt to the curriculum. With two class wings that envelope the learning core, the school provides the perfect backdrop for collective learning. When introduced to the hub the student will immediately be able to begin their exploratory educational journey. The design allows the student to take advantage of the curriculum, while giving the teachers the perfect opportunity to observe. The young scholars can choose to optimize the collective learning spaces in a non-threatening environment or choose to take advantage of some hands-on learning opportunities. With a beautiful garden near the school and a garden forest on site, the students will have ample space and opportunity to be immersed in bioculture. The warm inviting interior is designed to create a cozy feel in a large space so the kids can feel more at home in the school environment. The learning hub is the ultimate school to take advantage of such a unique curriculum.



First Place: Steven Jones

Hampton University

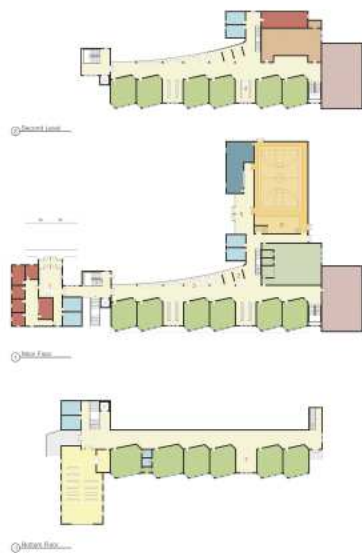
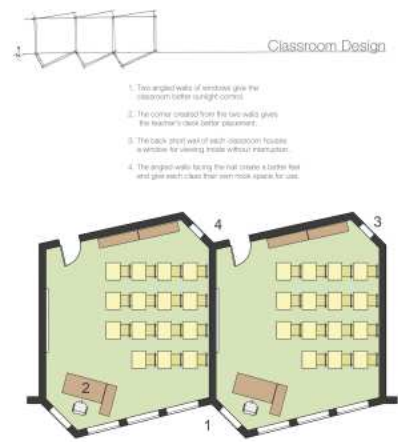


Jury Comments:



Honorable Mention: Micah Martin

Virginia Tech



Pride Rock Elementary and Middle School (K-8)
Pulaski, Virginia

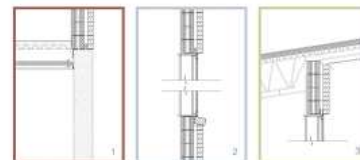
Located on a unique site, this school's design is focused on using the site's slope to the advantage of the classroom layout. The hill gives the building opportunities for all classrooms to have south facing windows. The classrooms also all have views of the trees surrounding the site. Apart from the orientation of classrooms, the design and shape of the classrooms is also a focal point of the project as they embrace the classwork and classroom design seen in most educational facilities.

- Library/Media
- Bathrooms
- Classrooms
- Kitchen
- Administration
- Gym/Cafeteria
- Mechanical
- Music
- Art/Crafts

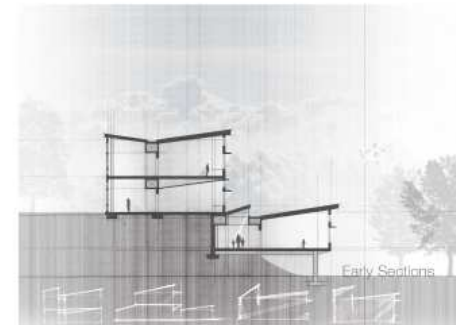
- Other points of interest:
1. Front Desk Check In
 2. Three Wall Gallery Space
 3. Student Lounge Seating Area
 4. Locker Bays for Grades 5-8
 5. Common Lobby for Public Events
 6. Stage for Students and Public
 7. Shared Common Space K-2nd



The three building levels have classrooms organized in a diagonal section. All students graduate key grades. They move up the building levels. One other outcome for the organization is to give the younger kids a more secluded floor for music and art classes. Two classrooms are given to each grade.

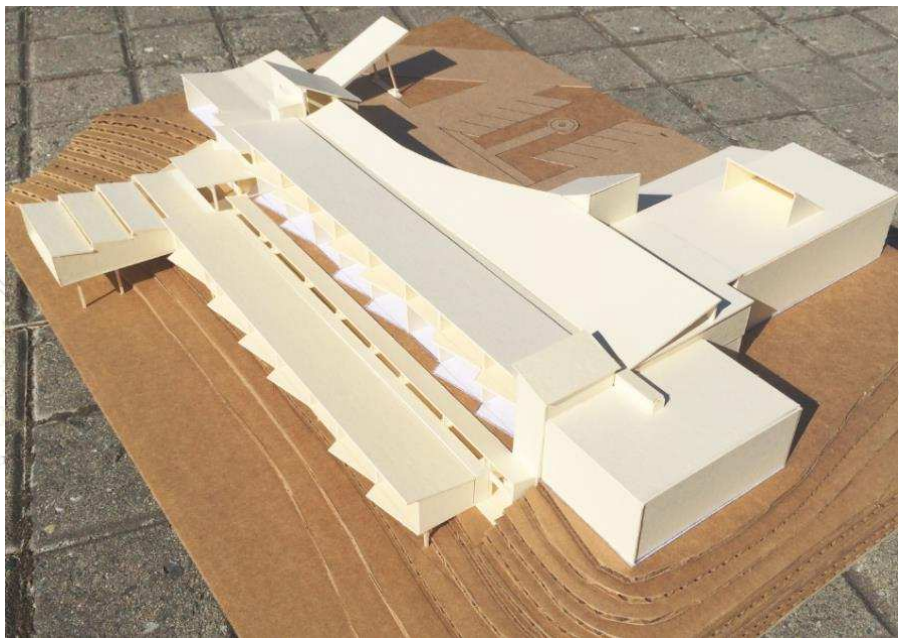


The building's structure is composed of CMU and steel trusses are used for the roof. The brick facade is a slightly darker red than conventional brick seen in most buildings.



Honorable Mention: Micah Martin

Virginia Tech



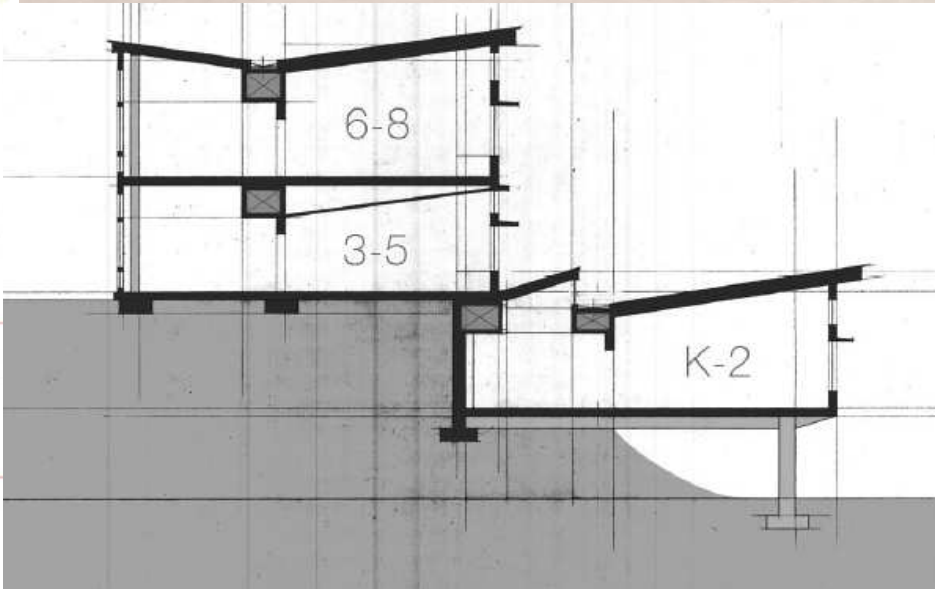
Jury Comments:

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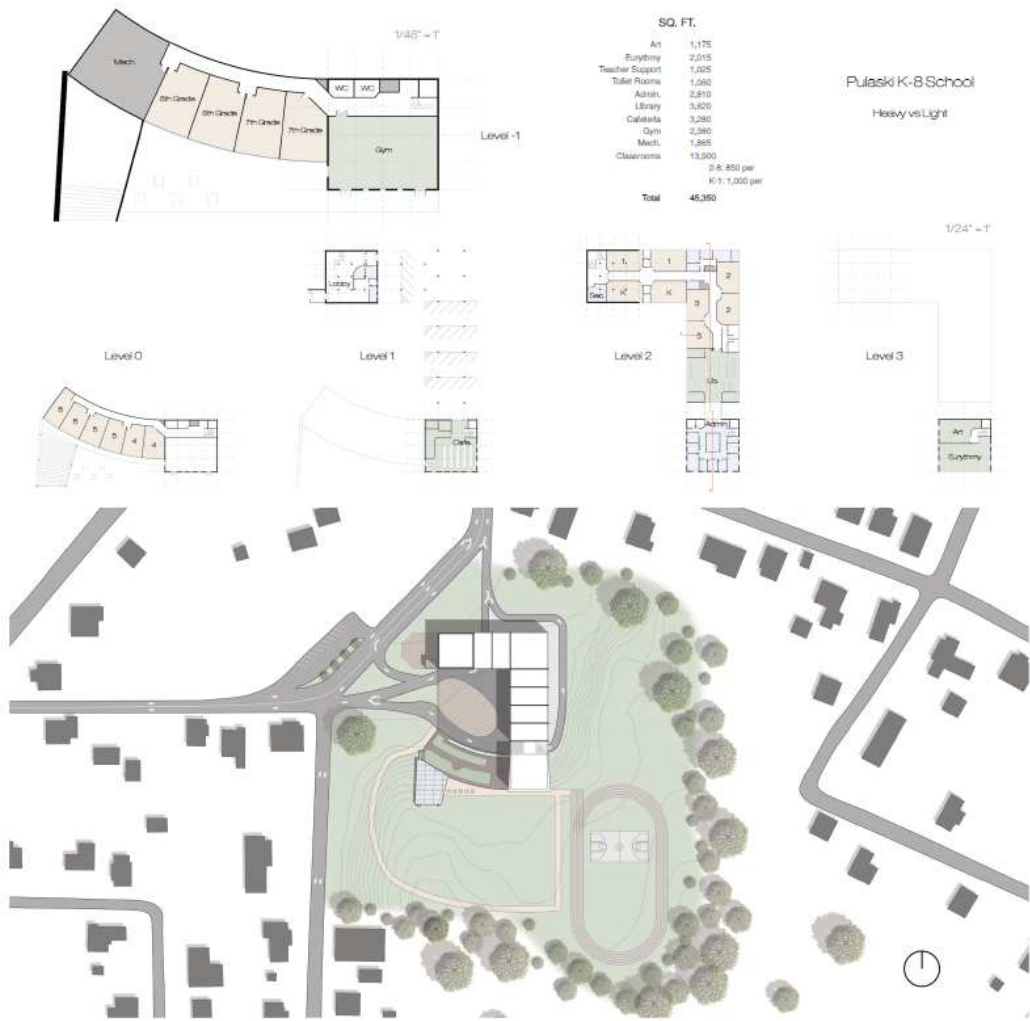
Pride Rock Elementary and Middle School (K-8)

Potomac, Virginia

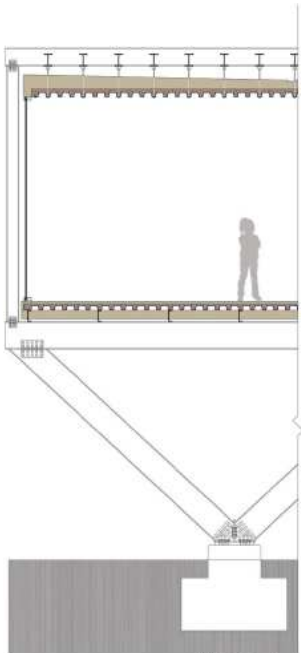


Second Place: Brandon Drum

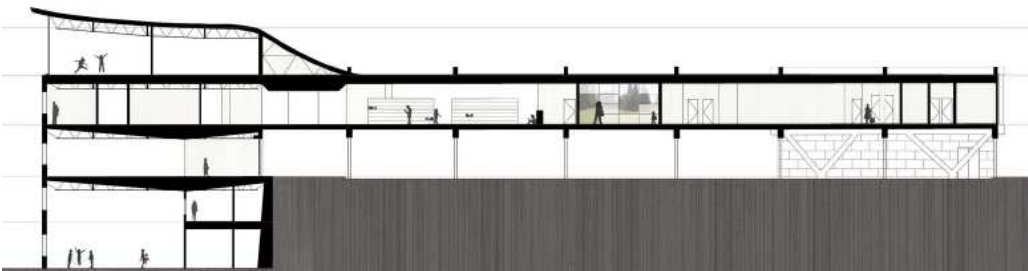
Virginia Tech



South Elevation



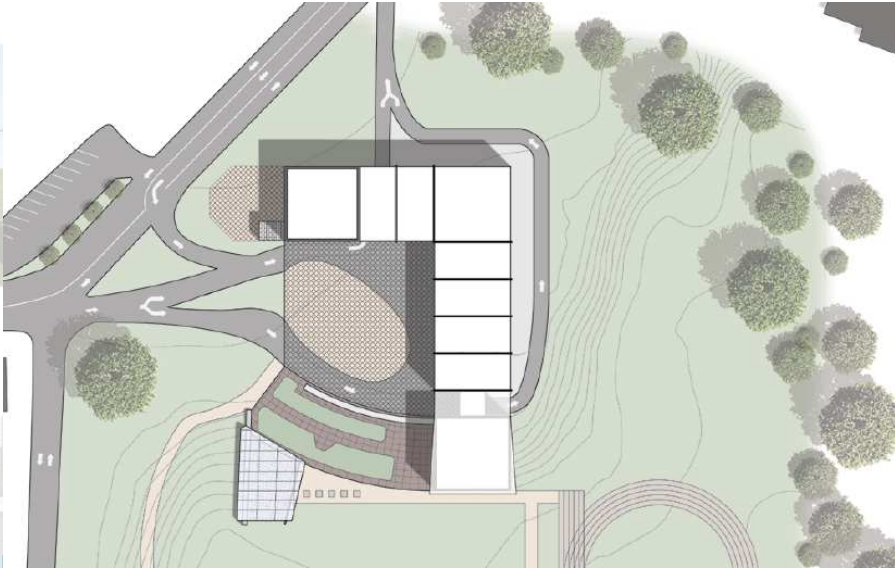
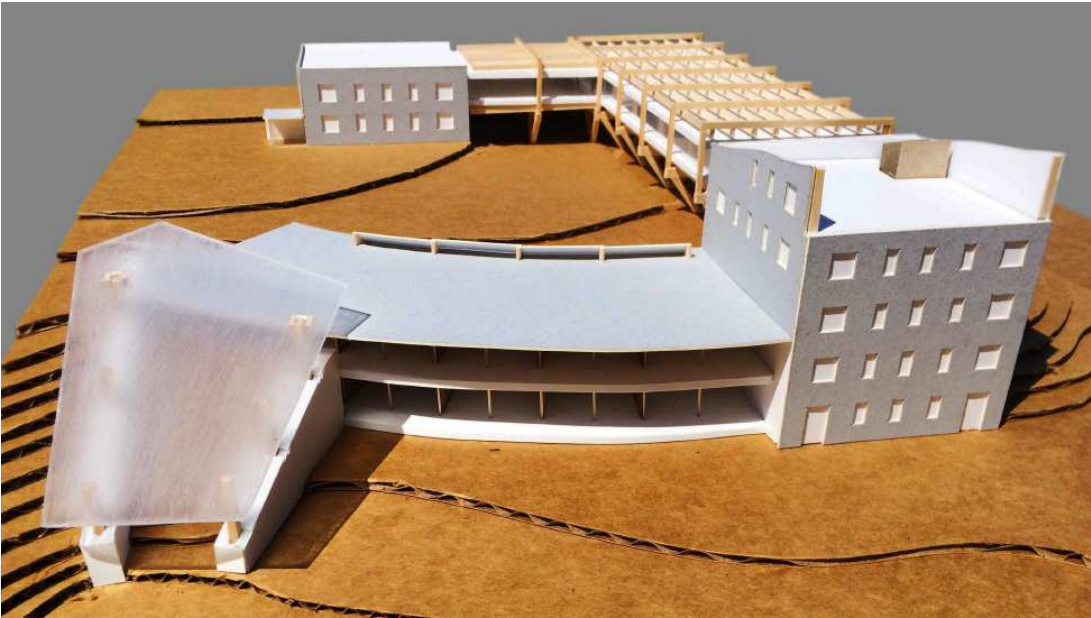
Detail Section



North-South Section

Second Place: Brandon Drum

Virginia Tech



Jury Comments:

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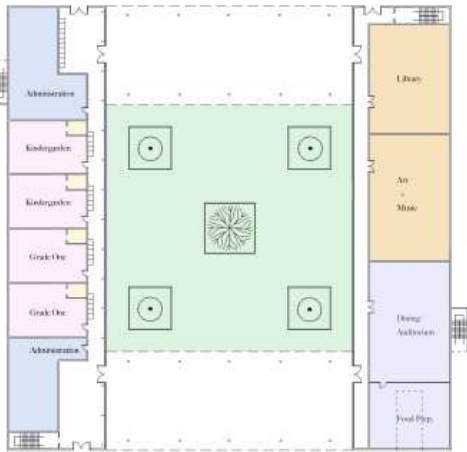
First Place: Jiaqi Dai

Virginia Tech

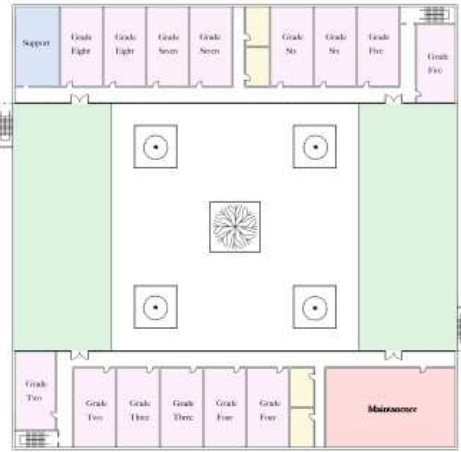
K-8 School Design

The new K-8 school is designed for 270 students focusing on the Humanistic Approach to Pedagogy. In my design, two identical L-shaped volumes are interlocking with each other- one part consists of classrooms from K-4, the other part houses classrooms from grades 5-8. The school is facing southeast, directly to the downhill. The continuous space below offers the best view of the site. Aside from becoming a paved playground area, the courtyard is also the main circulation space for the school; movements will take place from both directions during daytime. Although the volumes of two building are the same, two major differences of facade systems and structures are adopted to distinguish the purpose of the building due to the age differences of the children.

- Teacher Collaboration
- Classroom Space
- Design Food
- Classroom
- Entry
- Staircase



First Floor

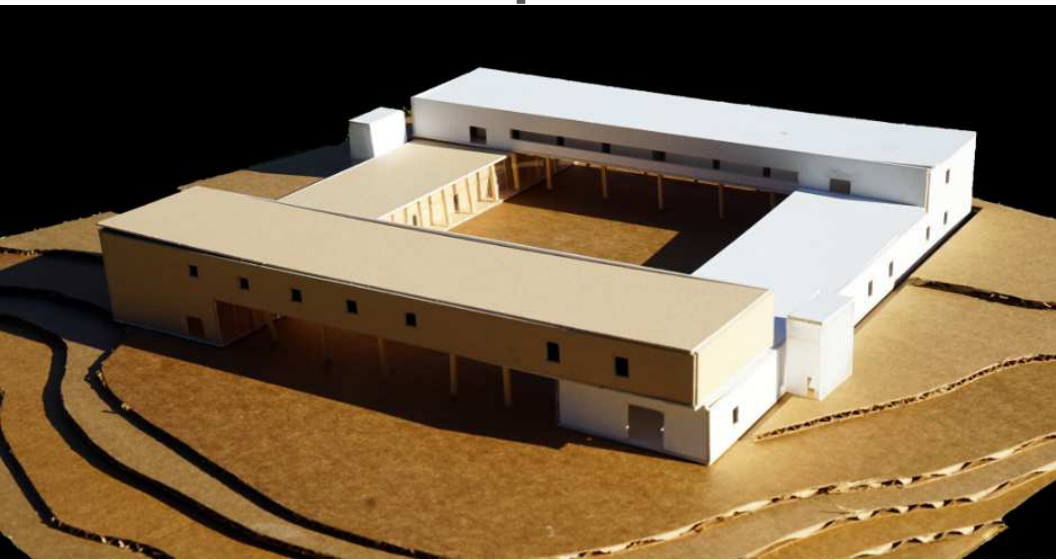


Second Floor



First Place: Jiaqi Dai

Virginia Tech



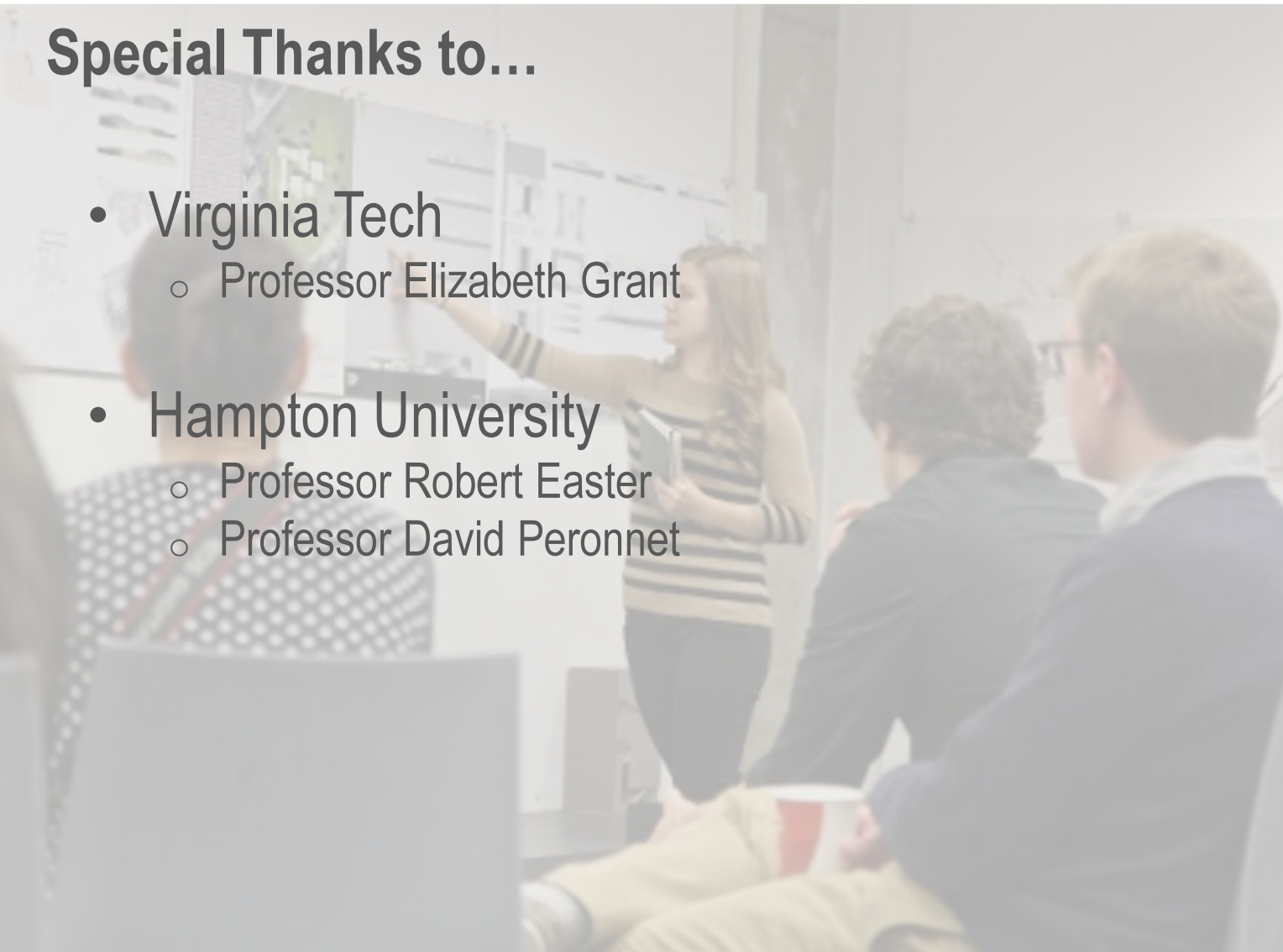
Jury Comments:

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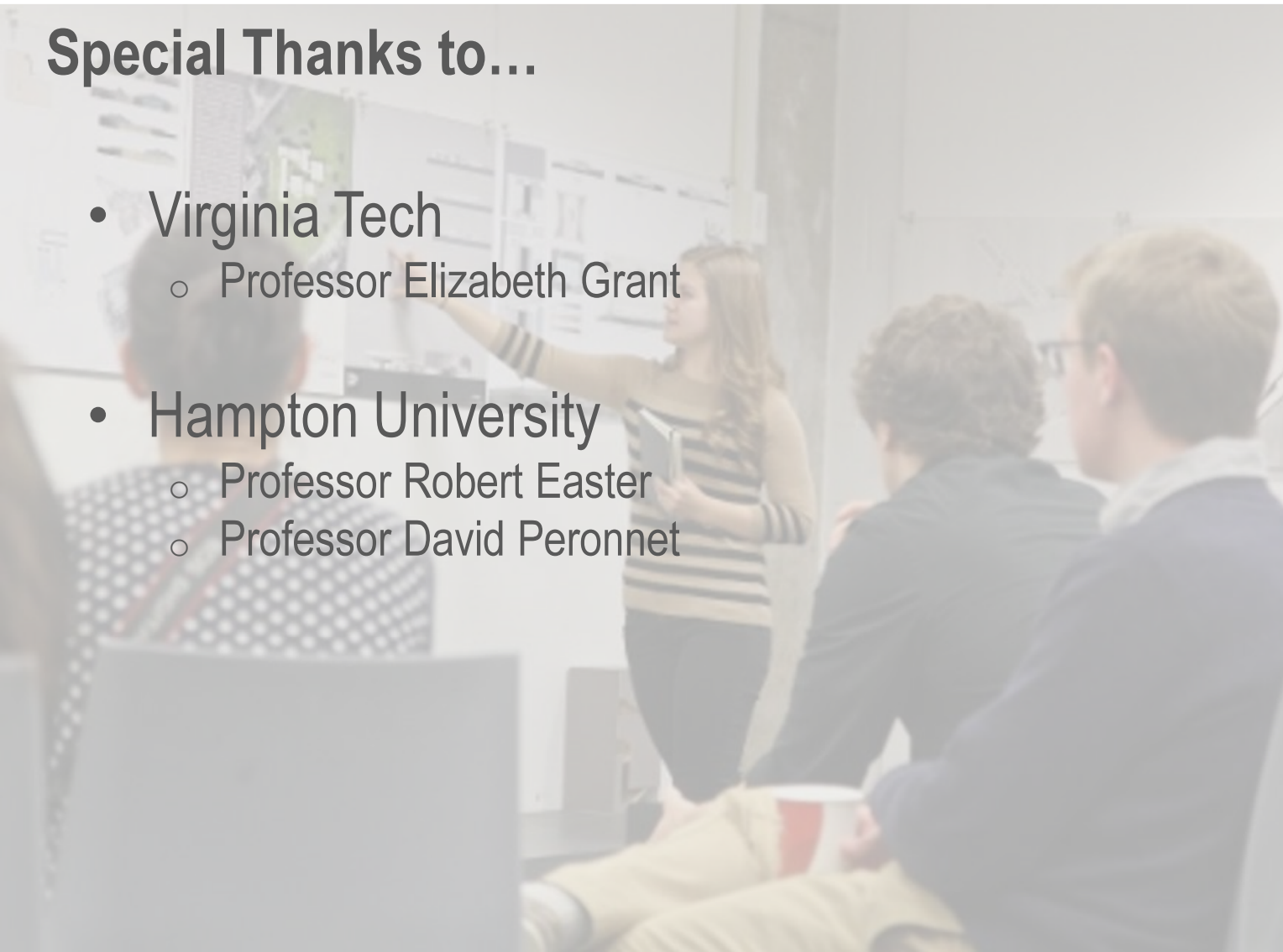
Final Jury Comments

- Diagrams are Important to Explain an Idea
- Develop the Concept at Different Scales
- Entourage Helps the Viewer to Understand the Spaces
- Provide Clarity of Concept
 - Include a Legend of Spaces
 - Emphasize What's Important
- Overall.... Very Impressive!!! Thank you!!!

A woman in a striped shirt is standing and pointing at a whiteboard in a classroom. In the foreground, the backs of several students' heads are visible as they sit at desks, looking towards the whiteboard. The scene is brightly lit, and the whiteboard contains some diagrams and text.

Special Thanks to...

- Virginia Tech
 - Professor Elizabeth Grant
- Hampton University
 - Professor Robert Easter
 - Professor David Peronnet

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